

School Life

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CONTENTS

	Page
<i>Auxiliaries of Education</i>	2
<i>State Laws Permitting Wider Use of School Property</i>	3
<i>Strengthening American Education</i>	8
<i>Trends in State Department of Education Services</i>	13
<i>Physical Education in the World Today</i>	14
<i>Practical Nursing—A Field for Vocational Education</i>	16
<i>With the U. S. Office of Education</i>	18
<i>Secondary Education</i>	20
<i>Elementary Education</i>	23
<i>Improvement of Teacher Status</i>	24
<i>Library Services</i>	26
<i>Georgia's Program of Education for Prospective Rural Supervisors</i>	28
<i>Educators' Bulletin Board</i>	30
<i>U. S. Government Announces</i>	31

School Life

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Purpose

The Congress of the United States established the United States Office of Education in 1867 to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories;" to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems;" and to "otherwise promote the cause of education throughout the country." SCHOOL LIFE serves toward carrying out these purposes. Its printing is approved by the Director of the Bureau of the Budget.

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AUXILIARIES OF EDUCATION

by Rall I. Grigsby, Director, Division of Auxiliary Services

THE DICTIONARY defines an "auxiliary" as "one who or that which aids or helps." A listing of organized education's principal auxiliaries would be long and impressive. It would certainly include, among others, motion pictures, radio, newspapers, magazines, libraries, health services, school-lunch programs, park, playground, and recreation facilities and programs.

Several of these auxiliaries of organized education are of concern to the Division of Auxiliary Services, U. S. Office of Education, which is composed of sections for (1) Visual Aids to Education, (2) Educational Uses of Radio, (3) Library Services, and (4) School and College Health Services. The interests of the Division extend also to School and Community Recreation Services and to Problems of School-Lunch Programs, although these Sections of the Division have not yet been organized.

Visual Aids to Education

Visual aids to education are as old as chalk and the blackboard, as new as motion pictures and television. They have always been vehicles of instruction and of training, but it took the recent war to demonstrate on a wide scale their usefulness and value. Today it is a rare school or school system that has not added some sorts of visual aids—maps, charts, pictures, photographs, slides, filmstrips, motion pictures—to its store of instructional tools.

With the increased interest in visual aids, the Office of Education has recognized its increased responsibility to provide counsel and guidance on (1) the production of visual aids that are closely correlated with the curriculum, (2) the distribution of such visual aids so that they will be easily available and widely accessible, and (3) their utilization in the classroom so that maximum educational benefits will be achieved.

The Section on Visual Aids to Education performs these services in a number of ways: Through answering 50 to 100 specific mail inquiries daily; preparing pamphlets, bibliographies, guides, and magazine articles; conferring with school teachers and administrators, university professors and teacher-trainers, businessmen, government officials, and community leaders.

In addition, the Section serves as a clearinghouse for research and statistics in the visual education fields; seeks to collect, analyze, evaluate, and synthesize the findings of research in the field; and to stimulate research in needed areas in order to answer yet unanswered questions.

General supervision continues to be given to the distribution of the 457 motion pictures and 432 filmstrips produced under its Visual Aids for War Training program. These visual aids, dealing with basic skills in basic industries and trades, are even more popular today than they were during the war, and there is no indication at present of their becoming obsolete. The contractual distribution system originally developed by the Office of Education has proved so successful that today the Office is handling upon request the civilian distribution of visual aids of many other Government agencies, including the U. S. Department of Agriculture, the Department of the Navy, and the U. S. Public Health Service.

Educational Uses of Radio

The Educational Uses of Radio Section assists State departments of education, colleges, universities, and local school systems in

(Turn to page 12)

State Laws Permitting Wider Use of School Property

by Ward W. Keesecker, Specialist in School Legislation

*"AMERICAN people are no longer satisfied for their school buildings, erected usually at heavy cost, to be used only for day classes in ordinary instruction. Such loss of educational opportunity is not to be endured with complacency. Furthermore, idleness during six-sevenths of the hours of the year is contrary to the principle of full utilization of plant, and it means waste of investment that is abhorrent to a Nation which prides itself upon its business sense."*¹

THE ABOVE statement was made 20 years ago by a former United States Commissioner of Education. It is also applicable today, perhaps even more so owing to the vastly increased investments in public-school plants and also to the ever-widening community, civic, and recreational needs.

The following information indicates current legal trends and legislative problems in connection with the use of school facilities for civic and recreational purposes. Historically speaking, the little red schoolhouse of the early days of statehood was in fact the civic center or "open house" of the community and was generally utilized for socials, church services, spelling bees, town meetings, and lyceums. With the growing emphasis upon secular education, accompanied by increasing restrictions against the use of school funds for sectarian purposes, and also with general legal provisions limiting the use of school funds solely for school purposes, there was a general abatement of the

use of school funds or property for other than school functions.

Important Legal Developments

Since the turn of the century there has been a gradually increasing interest in the use of public-school facilities for other than strictly school purposes. Dr. Taylor, in his recent study on principles and policies governing the use of public-school property,² found that there has been, especially in recent years, a trend toward statutory provisions and also court decisions which permit the wider use of public-school property for general community, civic, and public recreational affairs. This is a significant trend in the management and use of public-school facilities. With the current cost of construction of public facilities this trend is likely to continue for many years.

It is noted that the matter of using public-school facilities for other than school purposes has been regarded of sufficient importance to win specific legislative approval in approximately three-fourths of the States. The following States now have varying types of statutes which under certain conditions provide for the use of public-school facilities for community, civic, or recreational purposes: Alabama, Arkansas, California, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Mon-

tana, Nebraska, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Dakota, Utah, Washington, West Virginia, and Wisconsin.

In the remaining States school boards may, as a rule, under the general authority vested in them in reference to the management of school property, grant the use of such property for certain community or civic affairs.

Need for Clarifying Present Laws

Notwithstanding the general tendency mentioned above, school officials and interested groups who sponsor the use of school property for civic and recreational affairs are still often confronted by legal limitations. In many of the States the laws are silent or ambiguous on this subject. Some of the laws stipulate that school funds shall be used "solely for school purposes" or "for school purposes and no other purposes." In States where the law provides for use of school facilities for "community," "civic," or for "lawful assembly," questions often arise whether its use is permitted for community parties, recreation centers, dancing, etc. Questions also frequently arise as to whether school funds may be used to defray expenses, such as heat and light, damages, etc., incurred in connection with the use of school facilities for other than school purposes.

In the absence of any legislation clarifying the authority of local school officials to permit the use of public-school property for community activi-

¹ Tigert, Jno. J., in Bureau of Education Bulletin, 1927, No. 5, *Extended Use of School Buildings*.

² *Principles and Policies Governing the Use of Public School Property in the Several States, with Special Reference to New York*. By Elijah Edward Taylor. Dissertation for Degree of Doctor of Education, Teachers College, Columbia University, 1947.

ties, two possible procedures suggest themselves:

(1) Obtain from the local school board adequate rules and regulations regarding use of schools for various community purposes or activities, which should include provisions for their financial support.

(2) Seek legislation which would expressly authorize local school boards to maintain community centers and to extend to various community groups the right to use public-school property for community purposes, subject to general regulations by local school boards.

With respect to the above procedures, unless the law clearly authorizes school boards to maintain community centers or requires them to do so under certain conditions and makes some provisions for their financial support, the permanency of community centers is not assured.

Assuming that it is desirable to seek legislation to provide for wider use of school property, it may be helpful to establish a special committee on legislation representative of community interests, perhaps including among others, the school superintendent, two or three persons who are qualified social or recreational workers, a lawyer, and two or three persons who are capable of stimulating public opinion. The function of this committee would be to:

(1) Ascertain how far existing law is inadequate and what amendments would be sufficient to legalize the establishment and maintenance of various community activities desired.

(2) Draft in the form of a bill or amendment the particular legislative provision or provisions deemed necessary.

(3) Consult State educational authorities and also those who may have been appointed to revise the school laws (endorsement of the legislative proposal by such State authorities should be of much help).

(4) Devise some effective procedure for explaining the needs of a wider use of the school property to educational and political leaders and also to the people.

Guiding Principles of Legislation

School law and conditions differ from State to State and for these reasons legislative changes which may be

deemed necessary are likely to vary among the different States. Whatever may be the form of proposed legislation for a given State, it should be in harmony with the general legislative provisions governing the organization and maintenance of the public schools of the State.

Those who seek to obtain legislation for the development of public schools as social, community, or civic centers may find it helpful to consider certain guiding principles which indicate that adequate legislation on this subject should:

(1) Authorize local school boards to establish and maintain social and civic centers in connection with public schools, specifying some of the principal activities to be maintained.

(2) Authorize school boards to set aside a certain amount of funds for the maintenance of such functions; and to extend to the people the right to increase the amount by an election held for that purpose.

(3) Provide for the employment of competent directors and personnel to supervise social center activities.

(4) Authorize school boards to grant the use of school property to voluntary community organizations to maintain and operate social, recreational, or civic activities, and prescribe under what conditions schools may be used by such organizations.

(5) Provide a method whereby, in case school boards do not maintain social centers, the question of their establishment may be submitted to the electors of the district by petition therefor (see Wisconsin law in examples of State legislation for a wider use of school property).

(6) Grant school boards considerable discretionary power concerning the type and character of community activities for which school property may be used.

Negatively speaking, State legislation in behalf of a wide use of school property should avoid standardization in the administration, conduct, and activities which would deprive local communities of initiative and the opportunity of self-expression.

State Statutes

Following are some examples of State statutes on the wider use of school property.

I. Simple Statutory Authorization

ALABAMA

SEC. 147. "The board of school trustees shall have the power to authorize the use of the schoolhouse for such civic, social, recreational, and community gatherings as in its opinion do not interfere with the principal use of the said school building or property."—(*Alabama School Laws, 1941.*)

ARKANSAS

SEC. 11616. "The directors of any school district may permit the use of public schoolhouse thereof for social, civic, and recreation purposes, or any other community purposes including any lawful meetings of its citizens, provided such meetings do not interfere with the regular school work, and they may make a charge therefor if they deem it proper to do so."—(*School Laws of Arkansas, 1943.*)

MASSACHUSETTS

SEC. 71. "For the purpose of promoting the usefulness of public school property the school committee of any town may conduct such additional and recreational activities in or upon school property under its control, and, subject to such regulations as it may establish, and, consistently and without interference with the use of the premises for school purposes, shall allow the use thereof by individuals and associations for such educational, recreational, social, civic, philanthropic and like purposes as it deems for the interest of the community. The affiliation of any such association with a religious organization shall not disqualify such association from being allowed such a use for such a purpose. The use of such property as a place of assemblage for citizens to hear candidates for public office shall be considered a civic purpose within the meaning of this section."—(*General Laws Relating to Education, Commonwealth of Massachusetts, 1940, p. 67, ch. 71.*)

MICHIGAN

SEC. 336. . . . "The school board of any school district in this state, upon the written application of any responsible organization located in said school district, or of a group of at least seven citizens of said school district, may grant the use of all school grounds and school houses as community or recrea-

tion centers for the entertainment and education of the people, including the adults and children of school age, and for the discussion of all topics tending to the development of personal character and of civic welfare. Such occupation, however, shall not seriously infringe upon the original and necessary use of the properties. The school board in charge of such building shall prescribe such rules and regulations for their occupancy and use as herein provided as will secure a fair, reasonable, and impartial use of the same. The organization or group of citizens applying for the use of properties as specified above shall be responsible for any damage done them over and above the ordinary wear, and shall, if required, pay the actual expense incurred for janitor service, light, and heat.”—(*General School Laws of the State of Michigan, 1940.*)

PENNSYLVANIA

SEC. 627. “The board of school directors of any district may permit the use of its school grounds and buildings for social, recreation, and other proper purposes, under such rules and regulations as the board may adopt, and shall make such arrangements with any city, borough, or township authorities for the improvement, care, protection and maintenance of school buildings and grounds for school, park, play, or other recreation purposes, as it may see proper, and any board of school directors may make such arrangements as it may see proper with any officials or individuals for the temporary use of school property for schools, playgrounds, social, recreation, or other proper educational purposes, primaries, and elections.”—(*School Laws of Pennsylvania, 1945.*)

II. Statutes of More Specific and Detailed Authorization

CALIFORNIA

SEC. 19431. “There is a civic center at each and every public school building and grounds within the State where the citizens, parent-teachers’ association, Campfire Girls, Boy Scout troops, farmers’ organizations, clubs, and associations formed for recreational, educational, political, economic, artistic, or moral activities of the public school districts may engage in super-

vised recreational activities, and where they may meet and discuss, from time to time, as they may desire, any subjects and questions which in their judgment appertain to the educational, political, economic, artistic, and moral interests of the citizens of the communities in which they reside. Governing boards of the school districts may authorize the use, by such citizens and organizations of any other properties under their control, for supervised recreational activities.”

SEC. 19432. “Any use, by any individual, society, group, or organization which has its object or as one of its objects, or is affiliated with any group, society or organization which has as its object or one of its objects the overthrow or the advocacy of the overthrow of the present form of government of the United States or of the State by force, violence, or other unlawful means shall not be granted, permitted, or suffered.”

SEC. 19433. “The use of any public schoolhouse and grounds for any meeting is subject to such reasonable rules and regulations as the governing board of the district prescribes and shall in nowise interfere with the use and occupancy of the public schoolhouse and grounds, as is required for the purposes of the public schools of the State.”

SEC. 19434. “The management, direction, and control of the civic center is vested in the governing board of the school district.”

SEC. 19435. “The governing board of the school district shall make all needful rules and regulations for conducting the civic meetings and for such recreational activities as are provided for in this chapter and which aid, assist, and lend encouragement to the activities.”

SEC. 19436. “The governing board of any school district may appoint a person who shall have charge of the grounds, preserve order, protect the school property, plan, promote, and supervise recreational activities, and do all things necessary in the capacity of a representative of the board. He shall have the power of a peace officer, to carry out the provisions and the intents and purposes of this chapter.”

SEC. 19437. “The use of schoolhouses, property, and grounds pursuant to this chapter shall be granted free.”

SEC. 19438. “In the case of entertainments or meetings where admission fees are charged or contributions are solicited and the net receipts of the admission fees or contributions are not expended for the welfare of the pupils of the district or for charitable purposes a charge shall be made for the use of the schoolhouse, property, and grounds.

“The governing board may, however, permit such use, without charge, by organizations, clubs, or associations organized for general character building or welfare purposes, when membership dues or contributions solely for the support of the organization, club, or association, or the advancement of its character building or welfare work, are accepted.”

SEC. 19439. “Lighting, heating, janitor service, and the services of the person when needed, and other necessary expenses, in connection with the use of public school buildings and grounds pursuant to this chapter, shall be provided for out of the county or special school funds of the respective school districts in the same manner and by the same authority as similar services are provided for.”—(*Education Code, State of California, 1943.*)

MINNESOTA

SEC. 354. “Any city, however organized, or any village, borough, town, county, school district, or any board thereof may operate a program of public recreation and playgrounds; acquire, equip, and maintain land, buildings, or other recreational facilities; and expend funds for the operation of such program pursuant to the provisions of this act,”

SEC. 355. “Any city, however organized, or any village, borough, town, county, school district, or any board thereof may operate such a program independently, or they may cooperate in its conduct and in any manner in which they may mutually agree; or they may delegate the operation of the program to a recreational board created by one or more of them, and appropriate money voted for this purpose to such board. In the case of school districts the right to enter into such agreements with any other public corporation, board or body, or the right to delegate power to a board for operating a program of recreation, shall be authorized only by a

majority vote cast at an annual school election, provided that expenditures for this purpose shall not be included under maintenance cost in the computation of supplemental aid to the local school district as provided by Section 3030, Mason's Minnesota Statutes for 1927 [sec. 478] as amended. (1933-9b.)"

SEC. 356. "Any corporation, board, or body hereinbefore designated, given charge of the recreation program is authorized to conduct its activities on (1) property under its custody and management; (2) other public property under the custody of any other public corporation, body, or board, with the consent of such corporations, bodies, or boards; (3) private property, with the consent of its owners; and (4) shall have authority to accept gifts and bequests for the benefit of the recreational service and employ directors and instructors of recreational work. (1933-9c.)"

SEC. 357. "In all cases where school funds or property are utilized, the state board of education shall: (1) Establish minimum qualifications of local recreational directors and instructors; (2) Prepare or cause to be prepared, published and distributed adequate and appropriate manuals and other materials as it may deem necessary or suitable to carry out the provisions of this act. (1933-9d.)"

SEC. 358. "The facilities of any school district, operating a recreation program pursuant to the provisions of this act, shall be used primarily for the purpose of conducting the regular school curriculum and related activities, and the use of school facilities for recreation purposes authorized by this act shall be secondary. (1933-9e.)"—(*Laws of Minnesota Relating to the Public-School System, 1939.*)

NEW YORK

SEC. 455. "Schoolhouses and the grounds connected therewith and all property belonging to the district shall be in the custody and under the control and supervision of the trustees or board of education of the district. The trustees or board of education may adopt reasonable regulations for the use of such schoolhouses, grounds, or other property, when not in use for school purposes, for such other public purposes as are herein provided. Such regulations shall not conflict with the

provisions of this chapter and shall conform to the purposes and intent of this section by law. The trustees or board of education of each district may, subject to regulations adopted as above provided, permit the use of the schoolhouse and rooms therein, and the grounds and other property of the district, when not in use for school purposes, for any of the following purposes:

"1. By persons assembling therein for the purpose of giving and receiving instruction in any branch of education, learning, or the arts.

"2. For public library purposes, subject to the provisions of this chapter, or as stations of public libraries.

"3. For holding social, civic, and recreational meetings and entertainments and other uses pertaining to the welfare of the community; but such meetings, entertainments, and uses shall be nonexclusive and shall be open to the general public.

* * *

"6. For civic forums and community centers. Upon the petition of at least twenty-five citizens residing within the district or city, the trustees or board of education in each school district or city shall organize and conduct community centers for civic purposes, and civic forums in the several school districts and cities, to promote and advance principles of Americanization among the residents of the state. The trustees or board of education in each school district or city, when organizing such community centers or civic forums, shall provide funds for the maintenance and support of such community centers and civic forums, and shall prescribe regulations for their conduct and supervision, provided that nothing herein contained shall prohibit the trustees of such school district or the board of education to prescribe and adopt rules and regulations to make such community centers or civic forums self-supporting as far as practicable. Such community centers and civic forums shall be at all times under the control of the trustees or board of education in each school district or city, and shall be nonexclusive and open to the general public."—(*Education Law as Amended to 1940. University of the State of New York Bulletin No. 1196, Sept. 16, 1940, 185-187.*)

OHIO

SEC. 4836-10. "Boards of education of city, exempted village or local school districts may, upon nomination of the superintendent of schools, employ a person or persons to supervise, organize, direct and conduct social and recreational work in such school district. The board of education may employ competent persons to deliver lectures, or give instruction on any educational subject, and provide for the further education of adult persons in the community."

SEC. 4836-11. "Boards of education of city, exempted village or local school districts may cooperate with the commissioners, boards or other public officials having the custody and management of public parks, libraries, museums and public buildings and grounds of whatever kind in providing for education, social, civic and recreational activities, in buildings and upon grounds in the custody and under the management of such commissioners, boards or other public officials."

SEC. 4839-1. "Upon application of any responsible organization, or of a group of at least seven citizens, all school grounds and schoolhouses, as well as all other buildings under the supervision and control of the state, or buildings maintained by taxation under the laws of Ohio, shall be available for use as social centers for the entertainment and education of the people, including the adult and youthful population, and for the discussion of all topics tending to the development of personal character and of civic welfare, and for religious exercises. Such occupation, however, should not seriously infringe upon the original and necessary uses of such properties. The public officials in charge of such buildings shall prescribe such rules and regulations for their occupancy and use as will secure a fair, reasonable and impartial use of the same."

SEC. 4839-2. "The board of education of any city, exempted village or local school district shall, upon request and the payment of a reasonable fee, subject to such regulations as may be adopted by such board, permit the use of any schoolhouse and rooms therein and the grounds and other property under its control, when not in actual use for school purposes, for any of the follow-

ing purposes: * * * For holding educational, religious, civic, social or recreational meetings and entertainments, and for such other purposes as may make for the welfare of the community. Such meetings and entertainments shall be non-exclusive and open to the general public. * * *"—(House Bill No. 217, constituting the recodified School Laws of Ohio, approved by the Governor June 15, 1943.)

OREGON

SEC. 35-1138. "There is hereby established a civic center at each and every public schoolhouse within the state of Oregon, where the citizens of the respective public-school districts within the said state of Oregon may engage in supervised recreational activities, and where they may meet and discuss, from time to time, as they may desire, any and all subjects and questions which in their judgment may appertain to the educational, political, economic, artistic and moral interests of the citizens of the respective communities in which they may reside; provided, that such use of said public schoolhouse and grounds for said meetings shall in no wise interfere with such use and occupancy of said public schoolhouse and grounds as is now or hereafter may be required for the purposes of said public schools of the state of Oregon."

SEC. 35-1139. "Lighting, heating, janitor service and the services of a special supervising officer when needed, in connection with such use of public school buildings and grounds as set forth in section 35-1138, shall be provided for out of the county or special school funds of the respective school districts in the same manner and by the same authority as such similar services are now provided for. Such use of the said schoolhouses, property and grounds shall be granted free; provided, that in case of entertainments where an admission fee is charged, a charge may be made for the use of said schoolhouses, property and grounds."

SEC. 35-1140. "The management, direction and control of said civic center shall be vested in the board of directors of the school district. Said board of directors shall make all needful rules and regulations for conducting said civic center meetings and for such recreational activities as are provided for

in section 35-1138; and said board of directors may appoint a special supervising officer who shall have charge of the grounds, preserve order, protect the school property and do all things necessary in the capacity of a peace officer to carry out the provisions and intents and purposes in this act."

BIENNIAL INDEXES AVAILABLE

INDEXES to Volumes I and II of the *Biennial Survey of Education in the United States, 1938-40 and 1940-42* are now off the press.¹ Copies may be had free (until supply is exhausted) by writing to the U. S. Office of Education, Washington 25, D. C.

► *Volume I* of the Survey is made up of the following chapters: III. Higher Education, 1936-40; IV. Educational Legislation, 1939-40; V. Health Services in City Schools; VI. School Hygiene and Physical Education; VII. Practices and Concepts Relating to City Boards of Education; VIII. Library Service, 1938-40; IX. The School Plant; Trends, Present Situation, and Needs; X. Educational Research Studies of National Scope or Significance. (Chapters I and II were not issued).

► *Volume II* of the Survey contains the following chapters: I. Statistical Summary of Education, 1939-40; II. Statistical Summary of Education, 1941-42; III. Statistics of State School Systems, 1939-40 and 1941-42; IV. Statistics of Higher Education, 1939-40 and 1941-42; V. Statistics of Special Schools and Classes for Exceptional Children, 1939-40; VI. College and University Library Statistics, 1939-40; VII. Statistics of City School Systems, 1939-40 and 1941-42; VIII. Statistics of Public-School Libraries, 1941-42; IX. Statistics of Nonpublic Elementary and Secondary Schools, 1940-41.

¹ Publication of the Biennial Survey was postponed during the war years.

SEC. 35-1141. "The provisions of this act shall not be mandatory upon the board of directors of any school district, in respect to their authority and right to exercise discretionary powers as to refusal of the use of such schoolhouse for any such purpose, or purposes; but whenever in their judgment it seems inadvisable to permit the use of such schoolhouse for the purpose requested, the board shall have the power and authority to refuse the use of such schoolhouse for any of the purposes mentioned in this act."—(*Oregon School Laws, 1937; including 1939 School Law Supplement.*)

WISCONSIN

SEC. 43.50. "(1) Boards of school directors in cities of the first, second or third class may, on their own initiative, and shall, upon petition as provided in subsection (2), establish and maintain for children and adult persons, in the school buildings and on the school grounds under the custody and management of such boards, evening schools, vacation schools, reading rooms, library stations, debating clubs, gymnasiums, public playgrounds, public baths and similar activities and accommodations to be determined by such boards, without charge to the residents of such cities; and may cooperate, by agreement, with other commissioners or boards having the custody and management in such cities of public parks, libraries, museums and public buildings and grounds of whatever sort, to provide the equipment, supervision, instruction and oversight necessary to carry on such public educational and recreational activities and upon such other buildings and grounds.

"(2) Upon the filing of a petition with the city clerk, signed by not less than ten per cent of the number of voters voting at the last school or other elections in such city, the question of exercising the powers granted for any of the purposes specified in subsection (1) shall be submitted to the electors of the school district at the next election of any sort held therein, and if a majority of the votes cast upon such question shall be in the affirmative, the board of school directors shall exercise said powers in accordance with said petition, pursuant to this section.

(Turn to page 24)

Strengthening American Education Urged in Annual Report

A Review by William H. Morris, Assistant Editor

Full Report Available

The Annual Report of the United States Office of Education for the fiscal year 1947 may be purchased from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. for 20 cents.

A POSITIVE program for strengthening of American education, says John W. Studebaker, U. S. Commissioner of Education, in the *1947 Annual Report of the Office of Education* (just off the press), is a contribution of first-rate importance toward the development of national security and unity. Such a program, says the Commissioner further, "cannot be solely the responsibility of the several individual States." It is also a national concern and implies national responsibility.

In carrying out national responsibility for strengthening education, Dr. Studebaker made three recommendations. He named: Federal aid to education; Federal scholarships; and expansion of the U. S. Office of Education.

The Commissioner points out that the cost of Federal aid to education would be trifling compared with the Nation's loss in wasted human talent for the lack of universally strong schools. Federal scholarships he urged as a means of making, in the words of the President's Advisory Commission on Universal Training, "advanced schooling the privilege of all who can qualify for it by their own merit." Scholarships will help make up for war-incurred shortages in trained scientists and other professional personnel. On the third recommendation, the Commissioner says that in spite of encouraging support given the Office recently, it still is inadequately staffed to carry out its statutory mandate, or "to meet the proper service expectancies of the schools and colleges of the Nation."

The Commissioner also recommends "the closest scrutiny" of the distribution of Federal educational functions among various Government agencies.

Following the Commissioner's recommendations in the introduction, the report describes the accomplishments of the eight operating divisions and of two temporary programs of the Office. They are summarized as follows:

"School's in Session"

"Nothing dramatic happened in elementary education during the year—except—the schools stayed open and continued to serve more than 20 million children." That fact, stated in the section on Elementary Education, is a real accomplishment in light of conditions facing education, which became so critical during the year 1946-47.

In cooperation with the Elementary Education Division, a number of Nation-wide educational associations convened during the year. The Association of State Directors of Elementary Education plans to publish the reports of its six committees. The Conference of State Directors and Supervisors of Special Education plans to analyze current State legislation in this field. Especially notable was the Leadership Conference called by the Division in June 1947, to consider unmet needs of children. The conference group pointed up two main problems: The need for school staffs to develop common purposes and the need for the public to understand elementary school programs. The group recommended investigations aimed at filling in existing gaps in current knowledge of the growth problems—mental, physical, social, and emotional—of boys and girls.

Publications prepared by the Division during the year are: *Schools for Children under Six*, *Camping and Outdoor Education in the School Program*, *Schools Count in Country Life*, *Science in the Elementary School*, and *Health Education in the Elementary School*

(the last two as reprints from *SCHOOL LIFE*). In addition to these printed publications, the Division prepared two series of mimeographed circulars, *Education Briefs* and *Selected References*.

The Elementary Division carried on a broad program of consultative activities with other Government bureaus and agencies, with many State and local school systems, and with United States officials in other countries, especially in Germany and Austria, in cooperation with the War and State Departments.

Education for Life Adjustment

In spite of our extensive secondary education program, the United States still falls short of providing equal educational opportunities for all youth. At no time have more than 73 percent of the persons of secondary school age attended school. For many who do attend, the offerings are calculated neither to challenge their interest nor to meet their needs. Evidence of this fact has mounted since the end of the war.

The traditional curriculum that long has served college-bound youth or those entering the relatively few skilled trades is not appropriate to the multitude of youth who will go into numerous unskilled occupations. The need for a solution to this problem was recognized in the Prosser Resolution in 1945. The Office of Education is implementing the Resolution through the joint efforts of the Divisions of Secondary and Vocational Education. The chief result of the conferences held during the year on this subject is a plan for an action program. To provide continuing responsibility on the whole program, the conferences called on the U. S. Commissioner to appoint a Commission on Life Adjustment Education for Youth.¹

Publications of the Secondary Education Division completed during the year include: *School and Work Programs*, a study of the experiences in this field of 136 school systems; *Cooperative Planning—the Key to Improved Organization of Small High Schools*, a set of suggestions for administering school programs so as to obtain maximum efficiency from staff and physical resources; and *State Administration of School Health Physical Education and*

¹ Such a commission has been appointed.

Recreation, a study of State administrative changes in this field made since 1940 by legislation or regulation.

Consultative activities of the Secondary Division include: Assistance to the Office of Military Government for Germany in the curricular development in postwar German education; representation at the Second Pan American Congress of Physical Education in Mexico City; service to State associations, city systems, universities, and subject matter organizations; and participation on Government inter-agency committees, such as that which studied the problems of migratory labor including the aspects of education and health.

The Advisory Committee on Secondary Education, composed of national leaders in the field, made several specific recommendations concerning the recruitment and training of teachers. They included a campaign to interest young people in teaching and preparation of material for local school boards on obtaining and holding good teachers.

Vocational Legislation

The year was especially marked for vocational education by the passage of the Vocational Education Act of 1946 (George-Barden Act), Public Law 586, 79th Congress, approved by the President on August 1, 1946. This Act amends and supersedes the George-Deen Act of June 8, 1936.

Passage of the new Act made revision of Vocational Education Bulletin No. 1, *Statement of Policies for the Administration of Vocational Education* particularly urgent. This work was near completion at the end of the year.

Under reorganization of the Vocational Division, announced late in 1946, the Division is operating with three new branches: State Plans Operations, Program Planning Operations, and Field Service Operations, and the five facilitating services—Agriculture, Business, Home Economics, Occupational Information and Guidance, and Trade and Industry.

Vocational Division's Agricultural Education Service carried on projects in the following areas: Institutional-on-farm training of veterans in cooperation with Veterans' Administration; improvement of instruction in teacher-training institutions in cooperation

with the Negro Land-Grant College Association; food conservation; promotion of local advisory councils; and development of rural youth leadership through the Future Farmers of America and the New Farmers of America. In October 1946, the Future Farmers held their Victory Convention, attended by 12,550 boys.

The Business Education Service directed its attention to organizing into one integrated program the administration of all phases of business education—distributive, office, managerial, and professional. This is a problem of developing a total, long-range, and balanced program providing for both economic literacy and vocational efficiency.

Under authority of Federal legislation, this Service carried on cooperative activity of various types with trade associations and other large representative business groups.

The Business Education Service cooperated with related educational associations in a number of ways: Collaboration in the preparation of the 1947 *Business Education Yearbook*; study of areas in business education in which research investigations are inadequate; and planning with universities to direct the preparation of graduate theses into areas so as to meet educational needs. The Service also participated in college summer sessions, workshops, and special conferences especially directed toward the improvement of teacher education.

The Home Economics Education Service, in cooperation with the American Vocational Association, made a study of the factors affecting the supply of home economics teachers (results still unpublished at end of year). Members of the staff also assisted with conferences on curriculum development sponsored by the Association of Land-Grant Colleges and Universities. Two major conferences of this sort were held during the year on teaching of family relations, and of clothing and textiles. Other activities carried on by this Service are: Survey of college practices in the acceptance of credits for high school homemaking courses; promotion of better home and family living through the Future Homemakers of America (cosponsored by the American Home Economics Association) and New Homemakers of America; revision of

an Office publication titled *Space and Equipment for Homemaking Education* to incorporate new trends in arranging and equipping homemaking departments; and publication of *Homemaking Education in Secondary Schools of the United States*.

The Trade and Industrial Education Service cooperated with staffs of a number of State boards for vocational education in collecting information for the supplementary instruction of apprentices and on-the-job trainees. A particular project in this connection was the development, in cooperation with five State boards for vocational education, of related materials for apprenticeship in six railroad shop crafts of the Union Pacific Railroad. This material is being used in 11 States served by that system. This Service also worked in these areas: Training for public service occupations, with special emphasis on firemen's training; publication of *Practical Nursing*, an analysis of that occupation, with suggestions for the organization of training programs; and a study of functions in the operation of local programs of industrial education.

The Occupational Information and Guidance Service experienced increased demand for assistance in the development of guidance work throughout the country. The Service gave particular emphasis during the year to three phases of its work: Training guidance workers; evaluating guidance services; and developing guidance techniques. Under the first heading, for example, the Service assisted in the training of counselors in three States, Connecticut, Georgia, and North Carolina; under the second, a study was issued reporting research into the literature in the field; under the third, the Service conducted a series of workshops in guidance testing in Wisconsin. *Guide to Occupational Choice and Training* was published during the year.

College Enrollment

With an estimated 2,079,000 students in attendance in the fall of 1946, enrollment in higher education institutions experienced the greatest numerical increase over the previous year ever recorded. Financial support also reached an all-time high, with expenditures for "educational and general" purposes in 1946-47 of slightly over 1

billion dollars. Veterans taking advantage of Federal educational benefits accounted for a large part of the enrollment increase. More than half the college enrollment in the fall of 1946 were veterans. A number of studies showed that veterans maintained grades in most cases above the averages for the full student bodies.

The increased student population created an especially difficult problem in shortage of plant space. This was eased temporarily through the transfer of surplus war properties. The shortage of qualified faculty members is not so easily solved. It has been met only temporarily by the carrying of heavy teaching loads by already overburdened faculty members.

A poll conducted by the Higher Education Division showed that about 80 percent of the respondents felt that all qualified students in their States were able to enter college in 1946-47, but in certain States it was clear that considerable numbers were not able to do so.

The Division has a particularly close relationship with land-grant institutions inasmuch as Federal funds are administered by the Office of Education. The 69 land-grant institutions enrolled nearly 310,000 students in 1945-46, a 60-percent increase over the previous year, and had income for general and educational purposes of about \$278,000,000, a slight decrease from the previous year. During the year the Division started a survey of curriculums of less-than-degree-length in land-grant institutions and helped plan a project for improving agricultural instruction in the Negro institutions. The latter is under the general direction of the Conference of Presidents of Negro Land-Grant Colleges and is financed by a grant from the General Education Board.

Financed in part by the Carnegie Corporation, a project for the preparation of material and personnel for the education of Negro adult illiterates completed its first year; and the Corporation made another grant for a second year. Six institutions of higher education are cooperating in this project.

Other work of the Division of Higher Education during the year includes: Survey of the administration of faculty

salaries, with data received from 650 institutions; collaboration with the American Association of Dental Schools in a study of dental curriculum and dental teaching; preparation of the *Educational Directory, Part 3, Colleges and Universities*, published annually by the Federal Office; continuance of the clearinghouse function on information concerning engineering and technical education, especially on enrollment in engineering colleges; and rendering advisory services to individuals, institutions, and organizations, including participation in a survey of public higher education in Florida.

International Educational Relations

With the resumption of the influx of students from foreign countries, the Division of International Educational Relations was called on to evaluate more than 2,600 foreign academic transcripts. This is 800 more than the previous year and involved translations from 26 languages.

On academic exchange programs, more than 225 foreign educational personnel were the direct responsibility of the Division and were assigned to institutions in nearly every State.

Visiting educators and students participated in the following programs: Buenos Aires Convention for the Promotion of Inter-American Cultural Relations, Teacher Trainees from the Other American Republics, Travel and Maintenance Grants to United States Students for Study in Latin America, Visiting Teachers of English from Other American Republics, Spanish Language Seminar for United States Teachers of Spanish, Interchange of Teachers Between the United Kingdom and the United States, and the Interchange of Teachers Between Canada and the United States.

Thirty graduate students from 14 American Republics came to the United States, under the Buenos Aires Convention, and were placed in 26 colleges. Twenty-three teachers of English came from 12 American Republics on 3 months' scholarships for intensive training in the teaching of English. Eighty-five teachers attended the Spanish Language Seminar for United States Teachers of Spanish held in Mexico City. Seventy-four British teachers were exchanged on the ele-

mentary and secondary levels with 74 from the United States; and plans were made to increase the number to 125 from each country for 1947-48. The Division also assisted United States teachers in obtaining teaching positions in other countries.

The Division made available on a loan basis 20 different packets of material on various inter-American topics. It also has available for loan 1,500 kodachrome slides on life in other American Republics. More than 700 requests were received monthly for packets or slides. In addition, over 3,000 packets of free materials were distributed. The Division made arrangements by which nearly 22,000 letters from abroad were answered by students in this country. This program is known as Pen Pals, correspondence initiated by the U. S. Department of State between young people of foreign countries and those of the United States.

The Division also continued the preparation of basic studies on education in other American Republics which it began in 1943. During the year studies of education in Columbia, Costa Rica, and Peru were published; studies on Dominican Republic, Ecuador, El Salvador, Guatemala, and Nicaragua were sent to press; manuscripts on Haiti, Panama, and Venezuela were completed; and a study on Bolivia was in preparation.

School Administration

The study and promotion of improved practices in school administration has benefited especially from the relationship between the Office of Education and the National Council of Chief State School Officers. Members of the Division of School Administration act as consultants to the Council's Study Commission. During the past year the Study Commission and the Division of School Administration jointly planned two major projects: A 3-year study on the organization, functions, and services of State departments of education and a 5-year study of the record and reporting systems of schools, involving coordination of local, State, and Federal systems.

With consultative service from the Office of Education, the Study Commission undertook a program of research and study of the development of general

policies and principles for (a) vocational education, (b) teacher education, (c) veterans education, (d) guidance, and (e) education of exceptional children.

At the request of some of the Federal agencies concerned, the Office of Education held nine work conferences to formulate a satisfactory plan for the education of children on Federal Reservations. Proposals for the solution of the problem were incorporated by Members of Congress in bills introduced in the Eightieth Congress.

An estimated 6 to 8 billion dollars, according to a recent survey of the Division of School Administration, is required to provide urgently needed school plant facilities for public elementary and secondary schools of the United States. The Division carried on the following activities: Assistance in the preparation of *Guide for Planning School Plants*, published by the National Council of Schoolhouse Construction; preparation of a study titled *School Plant Safety*; preparation of a bibliography on school plants; and participation in 16 regional conferences on school housing attended by over 5,100 educational officials.

Financing school services is another problem which has become increasingly complex in recent years. As one part of the effort to meet the need by school administrators on this problem, the Division published a bulletin titled *Financing Public Education—General Features of a Satisfactory State Plan*. Studies of six individual States also were completed during the year.

The safe and efficient transportation of 5 million school children costs more than 130 million dollars annually; and evidence points to increases in the years ahead both in numbers of pupils and in costs. Relating to State programs of pupil transportation, the Division of School Administration during the year carried on the following activities: Preparation of a bulletin, *School Bus Maintenance*; participation in two State department of education workshops on pupil transportation; jointly with the Research Division of the National Education Association, preparation and publication of a bulletin, *Insurance in Pupil Transportation*; and surveys of pupil transportation of two counties in Florida.

In the field of school legislation, the Division carried on these activities: Participation in conferences called by the Department of Justice and the Council of State Governments to develop model legislation for the administration of the school lunch program; assistance to State school officials in survey of State legislation affecting the education of handicapped children; research programs in school legislation of Federal and State governments and in its interpretation.

At the request of the chief State school officer in Rhode Island, the Division surveyed the existing organization in that State and prepared a report entitled *Improving Education in Rhode Island*. Request for a similar survey was received from Missouri and begun in June 1947.

Veterans Educational Facilities Program

Under Public Law 697, 79th Congress (Mead bill), the Office of Education was required to pass upon statements of justification for schools and colleges to obtain surplus Federal properties in order to provide educational facilities for veterans. This work was carried out by the Office on a decentralized basis. By June 30, 1947, 1650 institutions had submitted statements of justification. The Office of Education approved requests for 20,500,000 square feet of space of which the Federal Works Agency agreed to provide 13,500,000 square feet. The 1650 institutions also had filed requests for equipment valued at \$200,000,000, of which about 10 percent was granted outright for veterans' purposes. Institutions submitted purchase orders for an additional \$18,000,000 worth of equipment, which was supplied at 95 percent discount off fair value.

Surplus Property Program

The Surplus Property Utilization Program provided professional services to War Assets Administration, Army, Navy, and 48 State educational agencies in the disposal of federally owned surplus and donable property, both real and personal, to both public tax-supported and private nonprofit tax-exempt educational institutions of all levels. The Office supplied data on needs of institutions to the Federal agencies and information on Federal

regulations and procedures to the State agencies. It reviewed during the year about 800 applications for real property. It allocated to States and to institutions donable Army and Navy surplus property valued at \$150,000,000.

Library, Statistics, Publications

The Division of Central Services includes the Office Library, Research and Statistical Service, Information and Publications Service, and Administrative Management and Services.

The Library during the year added 11,000 books, 10,000 single issues of periodicals, and 700 textbooks, bringing its total collection on July 1, 1947, to about 338,000 volumes. The Library had on that date nearly 7,000 theses from 78 institutions of higher learning.

The Research and Statistical Service completed a Nation-wide survey of college and university enrollments in addition to the usual statistical studies of State and city school systems, land-grant institutions, and expenditures in city schools.

The Information and Publications Service was active in implementing the recommendations of the Citizens Federal Committee on Education, which acts in an advisory relationship to the Office and consists of members selected by various groups representative of broad segments in American life. Fifty-three publications came off the press during the year, including bulletins and leaflets describing research findings.

The section of Administrative Management and Services performed functions dealing with budget, fiscal services, personnel, mails and files, and related matters.

Auxiliary Services

The Division of Auxiliary Services consists of the following sections: Visual Aids to Education, Services to Libraries, and Educational Uses of Radio.

The Visual Aids to Education Section completed its first full year of operation on a permanent peacetime basis. During the fiscal year, 7,744 films and 9,522 filmstrips, produced during the war but having a direct application to peacetime problems of vocational training, were sold. Both films and filmstrips were sold through a

commercial distributor on a contract basis with the U. S. Treasury Department. About 75,000 catalogs and 110,000 mailings of specialized lists of titles were sent to schools.

The Services to Library Section completed a statistical study of 6,000 public library systems for the fiscal year 1945; assisted in the establishment of a program of school library supervision in

South Carolina, and participated at various national, regional, and State conferences of library leaders in developing procedures for the in-service training of library personnel.

The Educational Uses of Radio Section serves as a clearinghouse for developments in the production, evaluation, and use of educational radio broadcasts and program recordings.

Working jointly with the Radio Manufacturers Association of America, the Section prepared a second major report, *Recorders and Recorded-Program Players for Schools*. During the fiscal year it provided on request the following materials: Over 6,000 catalogs, over 45,000 pieces of informational materials, and over 47,000 pieces of miscellaneous material.

Auxiliaries . . .

(From page 2).

planning their own FM broadcast stations and in organizing their program services. It provides information and advice to individual school systems and teachers in the selection and use of audio equipment and helps answer the important question of program selection in situations where schools must choose among various stations.

To help in radio program building, the Office maintains a radio script and transcription exchange. Here schools and colleges may borrow radio scripts and transcriptions for in-school or community broadcast. Some of these prepared by the Nation's leading script writers and producers serve as models for programming, comparative study, and creative work.

FM broadcast stations in a special educational band (88-92 MC.) have either been granted or are in various stages of development in nearly 100 locations in the country. Some 30 States are planning State-wide FM networks. Many are beginning either with key stations at State university locations or are spreading out from large city studios where personnel has already been trained.

Booklets covering many phases of educational radio are available for distribution either through the Federal Radio Education Committee or the Office of Education.

Library Services

Print continues to be an important medium for the communication of information, knowledge, and culture. As one of the principal organizers of collections of the printed word and promoters of its use, libraries are valued instrumentalities of formal and informal education.

The school library is a cooperating agency which maintains an active working relationship with administrators, teachers, parents, and pupils. The objectives of the school library are identical with those of the school, because the function of the library is to further the program of the school. The materials provided by the school library—which sometimes include audio-visual aids as well as books and periodicals—cover practically all subjects of interest and value to pupils and teachers. The librarian aims at making these resources readily accessible and assisting in the teaching process through guidance in the use of books and libraries. Reading habits, skills, and tastes developed during school years carry over to adult life.

College and university libraries supply the printed materials necessary to higher education. These organized resources of books and related materials are essential to instruction and indispensable in research. Similarly, libraries attached to laboratories and research departments of industrial concerns render needed service to their scientists and technologists.

Public libraries serve the educational needs of the Nation in many ways. They reach children, youth, and adults. For those who seek to continue their education the public library is an agency with great potentiality. It aids in the purposeful use of leisure, the improvement of occupational competence, and the practice of more intelligent citizenship.

Over 30,000 libraries plus numerous classroom collections assist in the education of the Nation. The Service to Libraries Section of the Auxiliary Services Division cooperates with the States and organizations working for the extension and improvement of library facilities and services.

School and College Health Services

Programs of health and physical education in American schools largely date from 1920. Paralleling the frequent assumption by organized education of greater responsibility for health instruction and physical education as part of the school curriculum is a correlative assumption of responsibility for the provision of health services by schools and colleges. They include medical and dental examinations, nursing and nutrition services, mental hygiene, school sanitation, etc.—all designed to prevent ill health and physical impairment or to bring about the restoration and improvement of health, including both physical and mental efficiency, on the part of children and youth enrolled in schools and colleges.

The administration of health services by schools and colleges has come to be recognized as a normal and proper auxiliary function of the educational system in a majority of States and local communities. Provisions for medical diagnosis and treatment remain the responsibilities of parents and of public health officials. The line is not always easy to draw between those school and college health services that are properly auxiliary to the major instructional role of organized education and those medical or other health services which lie outside the proper province of schools and colleges.

The recently activated Section on Administration of School and College Health Services in the Division of Auxiliary Services seeks to aid school and college officials desirous of securing information covering current practices and trends in the organization, administration, and improvement of health services provided by organized education.

Trends in State Department of Education Services

by Nolan D. Pulliam, Specialist in State School Administration

WITHIN THE PAST two decades significant extensions of, and changes in, State department of education services have occurred. The early functions performed by these departments were primarily reportorial, hortative, and ministerial in character; but the recent trends have been toward provision of a broad range of supervisory and consultative services to meet the recognized needs of public education.

Complete and accurate statements concerning the services which each State department of education attempts to perform are not readily available. However, some indication of the responsibilities which a State department recognizes may be found in the title or official designation of its staff members. Schrammel¹ used such data as the basis for a comparison of State department of education functions in 1925 with those in 1900. Even though official designations of staff members appearing in an educational directory do not uniformly represent all of the areas of service provided by a State department, they do tend to reflect the judgment of those in authority on the relative importance of those services for which staff responsibility is assigned.

With the foregoing assumptions, the following listing of service areas implied by staff titles is presented. (See next column.)

Certain changes are to be noted in the 1947 listing of service areas in comparison with that for 1925. Fifteen of those listed for the current year were not represented in the 1925 listing. They are: Vocational guidance; distributive education; administration—law, finance; school lunch program; school transportation; adult education; supervision, general; veterans' education; curriculum; public relations; publications; business education; instruc-

tion; music supervision; surplus property.

Services relating to vocational education are now quite generally represented among the several States. Aided by Federal subsidies, State supervisory positions for the several vocational services are more commonly identified with State department of education staff duties than similar supervisory, administrative, or consultative service positions in relation to general education.

Frequency rank of certain official designations of staff members of State departments of education

Official designation or service area	1947		1925	
	Number of States ¹	Frequency rank ²	Number of States ³	Frequency rank
1	2	3	4	5
Vocational agriculture.....	45	1	36	2
Vocational home economics.....	45	1	35	3
Vocational trade and industry.....	43	2	35	3
Vocational rehabilitation.....	43	2	14	8
Director, vocational education.....	41	3	27	4
Assistant superintendent.....	40	4	40	1
Elementary education.....	32	5	13	9
Secondary education.....	31	6	35	3
Physical and health education.....	30	7	13	9
Teacher certification.....	29	8	25	5
Vocational guidance.....	27	9	—	—
Distributive education.....	25	10	—	—
Administration—law, finance.....	25	11	—	—
School lunch program.....	22	11	—	—
Special education.....	22	11	4	12
School plant services.....	19	12	7	11
Research.....	18	13	4	12
School transportation.....	18	13	—	—
Textbook service.....	16	14	3	13
School libraries.....	15	15	7	11
Adult education.....	14	16	—	—
Negro education.....	14	16	9	10
Supervision, general.....	14	16	—	—
Veterans' education.....	14	16	—	—
Curriculum.....	13	17	—	—
Statistics.....	11	18	21	7
Teacher retirement.....	10	19	4	12
Public relations.....	10	19	—	—
Publications.....	10	19	—	—
Business education.....	10	19	—	—
Instruction.....	10	19	—	—
Music.....	10	19	—	—
Rural schools.....	10	19	27	4
Attendance, child welfare, and child accounting.....	9	20	7	11
Surplus property.....	9	20	—	—
Extension.....	9	20	—	—
Chief clerk.....	0	—	22	6
Teacher education.....	5	—	9	10
Americanization service.....	5	—	7	11
Total number of titles.....	39	—	—	—
Range—Number of States having similar titles.....	5-45	—	2-36	—
Median—Number of States having similar titles.....	25	—	21	—

¹ Federal Security Agency, U. S. Office of Education, Educational Directory, Part 1, *Federal and State School Officers*, Washington, U. S. Government Printing Office, 1947, p. 7-34.

² Based on number of States in which title or official designation appears.

³ Schrammel, op. cit., p. 66-67.

Aside from staff positions eligible for Federal subsidy, it will be noted that the supervisory position in general education which is most frequently represented in the current listing is that of assistant superintendent. In some States this general administrative title is followed by a limiting designation indicating such duties as "in charge of elementary education" or by an added specific function such as "and director of secondary education." In the absence of any specific designation it may be assumed that the assistant superintendent is charged with general administrative and supervisory responsibilities comparable to those of the chief State school officer.

Instructional responsibilities other than vocational which are most frequently represented in the 1947 listing are those related to elementary education, secondary education, physical and health education, and special education. All of these service areas are now represented in more than 22 States. Each of these service areas is now represented in a greater number of States than it was in 1925, with the single exception of secondary education which now appears somewhat less frequently than in the earlier listing. In 1947, 19 more States provided for elementary school supervision than in 1925.

Some Newer Service Areas

Some of the newer service areas have grown out of the immediate needs of the times. Among these are veterans' education and surplus property which are temporary. Of similarly recent origin is the school-lunch program which, however, shows promise of becoming a continuing responsibility of State departments of education.

A growing recognition of the State education department's responsibility for leadership in the organization of materials of instruction may be assumed from the assignment of staff responsibility in this field in 13 States.

In response to the current emphasis upon keeping the public accurately informed on educational matters, 10 States have assigned to staff members titles relating to such responsibility. Doubtless most State departments assign some responsibility to one or more staff members for public-relations services which are not reflected in their titles.

¹ Schrammel, Henry E. *The Organization of State Departments of Education*. Columbus, Ohio State University Press, 1926. pp. 66-67.

In general a greater degree of uniformity among the several States in the assignment of staff responsibility is to be observed in the 1947 list than in the 1925. Fifteen different service areas were common to 20 or more States in 1947, while only 10 were common to that number of States in 1925. Similarly, 33 service areas were common to 10 or more States in 1947, whereas only 13 were common to 10 or more States in 1925.

This analysis of service areas reveals a significant increase within the past two decades in the variety of services which State departments of education offer.

Although only the 36 titles common to 9 or more States are presented in this tabulation, more than 100 different service areas are reflected in the official designations included in the current directory. The degree of diversity in the services which these staff members render may well represent desirable adaptations to the peculiar needs of the several State school systems. At the same time the recurring frequency with which certain service areas are represented in the several State departments is indicative of a considerable degree of agreement concerning those services which are deemed most essential.

Consequently, the official members unanimously resolve to establish the Permanent Secretariat of the Pan American Congress of Physical Education, which should contribute to the achievement of the aims of this Congress as mentioned in the preceding paragraph including the promotion, at intervals, of its meetings and the preparation of these meetings in the afore-stated periods.

The second Pan American Congress studied many prepared papers which presented problems specific to the program in the Americas. An Organizing Committee was appointed to set up an agenda, and this committee grouped the problems submitted under the following five general headings: (1) Educational Principles and Methodology of Physical Education; (2) Biology, Medicine, and Science Applied to Physical Education; (3) Organization of Physical Education; (4) Educational Policy and Sociology, Pan Americanism, Teachers of Physical Education; and (5) Technical Sports and Sports for Free Time.

In addition to the creation of a better understanding of the programs and problems of each nation, two specific outcomes of this meeting are of particular significance and merit special attention. One of these was the establishment of a Directive Committee of the Pan American Institute to give continuity and implementation to the work of the Congress. A constitution and bylaws were drafted for the Institute, and the following persons were named as Pan American Directive Committee of the Pan American Institute of Physical Education: Director, C. H. McCloy, United States of America; Representatives of North America—Frank S. Stafford, United States of America, and Ruben Lopez Hinojosa, United States of Mexico; Representatives of Central America—Luis Beltran Gomez, Honduras, and Delio Gonzalez, Cuba; Representatives of South America—Luis Bisquertt Susarte, Chile, and Joao Barbosa Leite, Brazil.

The second major outcome was the formulation of the following Declaration of Principles of Pan American Physical Education which was denominated *The Declaration of Mexico*:

1. Physical education in America is a factor which contributes to the reaf-

Physical Education in the World Today

by Frank S. Stafford, Specialist for Health Education, Physical Education and Athletics, and Galen Jones, Director, Division of Secondary Education

THE UNITED STATES Government received two invitations to participate in international conferences on physical education during the past year and a half. The first of these was the Second Pan American Congress of Physical Education held in the Palace of Fine Arts, Mexico City, October 1-15, 1946. This was called to fulfill the resolution of the First Congress held in Rio de Janeiro, Brazil, July 19-31, 1943. The invitations for the Second Congress were extended by the Government of the United States of Mexico to the other republics of the Americas. Nineteen nations accepted and named official and special delegations—the latter representing institutions (colleges and universities) and associations of physical education teachers. The official delegates named by the United States were Frank S. Stafford, U. S. Office of Education, Ben W. Miller, American Association for Health, Physical Education and Recreation, and Julio E. Monagas, Director of Sports of Puerto Rico.

The second invitation to participate in an international conference was received from the International Bureau of Education and the United Nations Educational, Scientific and Cultural Organization. Each nation was invited to send a delegation of from one to three

members to the Tenth International Conference on Public Education held in the Palais Wilson, Geneva, Switzerland, from July 14 through July 19, 1947. The Department of State asked the U. S. Commissioner of Education, John W. Studebaker, to nominate the delegates. Howard E. Wilson, Assistant Director of the Carnegie Endowment for International Peace, and Galen Jones, Director of the Division of Secondary Education, U. S. Office of Education, were approved and the latter was designated as chairman of the United States delegation.

Pan American Congress

The first Pan American Congress of Physical Education created the Permanent Secretariat of the Pan American Congress of Physical Education. In the resolution establishing this Permanent Secretariat, the delegates set forth the following: The delegates of the nations here represented have agreed to consider the Pan American Congress as an Institution of permanent character, for the purpose of keeping alive the exchange of materials, information, and personnel, and of collaborating with governments and educational institutions in the American Republics in the coordination of activities in this field of total education of the people.

firmation of the unity of the continent, and raises the biological and moral potential of our countries.

2. Physical education must reach beyond the school to the end that it may assume a social and human dimension which will influence the individual throughout his entire life.

The foregoing principle takes for granted:

(a) That it is the obligation of the State to guarantee that the child will be born under physical and social conditions which will assure him of a normal life, and that his childhood will be spent in joyful and happy environment in which he will have all the elements necessary for his physical, aesthetic, and psychic development.

(b) That the school must guarantee the growth of biological and moral potentialities, as well as the physical development of the child and youth for his future activity as a productive element in peace and in the face of aggression, as a powerful guarantee of continental defense.

(c) That the State must continue the work of physical education in the postschool period, keeping it in the reach of the people either by its own action or through State aid to private initiative, insuring to everyone, both men and women, the possibility and the means of participation, not in the capacity of spectators, but as actual participants. Only through scientific application to the great masses of the population can physical education exercise its beneficent influence on the whole people.

3. The first step in the realization of the work of Pan American Physical Education lies in the proper training of the experts who are to direct and teach it. The physical education program of a nation has a direct relationship with the efficiency of its teachers, and its value in the program of general education is intimately bound to the technical and scientific training of its specialized personnel.

4. Taking into account the important values of physical education in school work, and the special characteristics which distinguish it from the body of other school subjects, the teachers should be trained in special institutes or schools of university level, with the independence necessary for the organization of studies in keeping with their own teaching staff.

5. The peculiar conditions of the American republics as regards race, historical development, language, culture, and social reality, demands the establishment in the physical education program of a unity of biological, technical, and social doctrine.

Unity of biological doctrine means that all physico-educational techniques should be sub-

ordinated to the anatomical, functional, and psychic study of the human organism, it being remembered that physical education is subject to continued revision according to the advances made in the field of biological sciences through experimentation.

Unity of technical doctrine means that formative physical activities should be made the foundation of all physical education work. They should be graduated according to the age and sex of the individual, and tend to produce the harmonious development of the individual as a whole.

Unity of social doctrine implies the basic idea of establishing unrestricted physical education for the masses, centering the action on the school and proletarian masses, all subject to didactic and organic techniques in keeping with the social reality.

6. The concept of continental unity and power should strengthen in the peoples of our hemisphere the basic idea that each individual is a unit of human capital which ought to be potentially increased in health, vigor, and capacity for his contribution to the economic and moral progress of the peoples.

7. Physical education is an essential factor in the total democratization of America, a fertile field of brotherhood for all, regardless of race, color, sex, creed, or social position.

International Bureau of Education

The Tenth International Conference on Public Education convened in Geneva, Switzerland, July 14-19, 1947. Representatives from 42 countries and observers from the United Nations, the International Labour Office, and the World Health Organization were in attendance. The agenda of the conference was prepared by a joint committee of UNESCO and the International Bureau of Education. It included four items of major importance: (1) Concise reports from the Ministries of Education on educational movements during the school year, 1946-47; (2) gratuity of school supplies; (3) physical education in secondary schools; and (4) a teacher's charter. The International Bureau of Education had conducted studies on the free provision of school supplies and on physical education in secondary schools which supplied needed background material for the development of draft recommendations. The study on physical education was published in French and was available to the delegates under the title of *L'Education Physique Dans L'Enseignement Secondaire*. This study was compiled from reports which had been

secured from 39 countries by the International Bureau of Education.

The discussion centered on several points, such as the questions of special courses for pupils exempted from regular physical education; interschool and international sports competitions as a means of reconciliation and of understanding between individuals and between peoples; the organization of medical supervision of physical education; the establishment of accident insurance for pupils and teachers; and the situation of physical education instructors in relation to that of their colleagues.

The discussions of these problems culminated in Draft Recommendation No. 22, which was directed to the Ministries of Education for action. The text of this recommendation follows:

The International Conference on Public Education convened at Geneva by the United Nations Educational Scientific and Cultural Organization and the International Bureau of Education, and being assembled on 14th July for its tenth session, adopts on the nineteenth of July, nineteen hundred and forty-seven, the following recommendations:

The Conference

Considering that physical education should play an important role at all stages of education;

That it is essential that adolescents should find in the school the possibility not only of intellectual development but also of physical training to round out their education and to enable them to develop harmoniously;

That physical education has for the development of human beings a real value which is not merely physical but also moral and social;

Submits to the Ministries of Education in the various countries the following recommendations:

1. Physical education should be compulsory in all classes of the secondary school, whatever the type of school to which they belong;

2. The physical-education syllabus should be the result of collaboration between the representatives of the medical profession, the education authorities, and the teachers of physical education;

3. It is highly desirable to undertake and to pursue physiological and psychological research on the value of physical education and on the syllabus and teaching methods used;

4. All secondary-school pupils participating in physical exercises should be medically examined regularly, preferably each term, and they should have

supplementary examination before taking part in sports and competitions;

5. Pupils exempted from regular courses of physical education on account of their health should be given the benefit of special remedial treatment, based on medical advice; similar appropriate treatment should be provided for all pupils with physical defects;

6. While taking care not to overload the general school syllabus, it is important to reserve sufficient time to physical education in the weekly timetable; this instruction should not be limited to lessons in gymnastics or athletics, but should also include periods or half days in the open air for games and sports;

7. Care should be taken to avoid fixing the physical education lessons at times likely to prove harmful to the pupil's health or at intervals too close to meals, or at periods of excessive heat, etc.;

8. Within the framework of the syllabus and official instructions, it is desirable that teachers of physical education should be free to adapt their programmes to the peculiar conditions of their school and to the sex and capacities of their pupils;

9. It is important that schools should have at their disposal ample and well-equipped gymnasiums, playing fields, and sports grounds, which satisfy the most modern requirements of hygiene;

10. In view of the risks arising from physical education, it is reasonable to expect that pupils and teachers should be

covered by compulsory school insurance and that the latter should also be insured against civil responsibility;

11. School gymnastics and sports competitions should be encouraged provided that they do not develop among the pupils an exaggerated taste for sports and a too aggressive spirit of competition, instead of encouraging the team spirit and fair play;

12. It is desirable that educational authorities should encourage organizations of young people which can supplement the action of the school in physical education;

13. The teachers in charge of physical education in secondary schools should be specialists and, as far as possible, they should be capable of teaching another subject if required; the standard of their training should be equivalent to that of teachers of other subjects and should include psychological and pedagogical knowledge as well as the theoretical and practical preparation required for their subject;

14. Given equivalent training, teachers of physical education should enjoy identical status and a salary equal to that of other secondary school teachers;

15. Teachers of physical education should be given frequent opportunities for professional improvement, by attending special courses and by tours abroad, the expenses of which should be covered by study scholarships;

16. The inspection of physical education should be entrusted to specialists in this branch.

The delegates arrived at a consensus before the termination of the debate to the effect that additional research of an international character could be conducted with profit upon the aims of physical education. Such research should be addressed particularly to the psychological results associated with the various approaches to physical education. The Nazi use of physical education and the conflict of aims and some of the activities now encouraged which may run counter to long-term health were cited as evidence of need for such a research.

The United States delegates attending these conferences found that the representatives of other nations thought that the schools of this country have not only an excellent physical education program, but that we were far ahead of the rest of the world in facilities, equipment, and research. This impression certainly places the program of our schools in the center of the world spotlight. This position, although one of importance, should cause us to take an inventory of our assets and liabilities in order to improve our own program. Those of us working in the field know that there is much need for improvement before we can rightfully assume such a position of world leadership in this important area of education.

Practical Nursing—A Field for Vocational Education

by Louise Moore, Trade and Industrial Education

OVER THE YEARS most practical nurses have worked without professional recognition, without benefit of systematic training, and without recognized standards. Today several States require the licensing of practical nurses, and others are studying the advisability of such licensing. Systematic preparation is required of candidates for licensure, and minimum standards are established through training.

Vocational educators in many States have helped to make this change of status of practical nursing possible. More than a quarter century ago the vocational school in Minneapolis undertook the systematic training of practical nurses. The pattern evolved was: Training in the nursing arts and home-making arts, followed or accompanied

by clinical experience in hospitals and in homes under the direction of school and hospital authorities. It has proved an effective pattern.

The cost of training practical nurses can be partially met by the use of State and Federal vocational funds under the State and Federal Vocational Education Acts. The pattern already established for trade and industrial education is applicable in this field.

The occupation has attained the distinction of an accepted definition: A practical nurse is a person trained to care for subacute, convalescent, and chronic patients requiring nursing services at home or in institutions, who works under the direction of a licensed physician or a registered professional nurse, and who is prepared to give

household assistance when necessary. A practical nurse may be employed by physicians, hospitals, custodial homes, public health agencies, industries, or by the lay public.

A trained practical nurse is given systematic preparation for her occupation. This preparation differs widely from that for home nursing, which is often a part of a home economics course in homemaking. The training of a practical nurse resembles that of a professional nurse, but important differences lie in the short term of preparation which the practical nurse undergoes, the limited range of skills which she learns, and the relatively strong emphasis on skill of performance, together with the relatively slight emphasis on theory characteristic of her preparation. The types of cases for which the practical nurse is prepared to care are limited; and emphasis is placed on the necessity of her working

always under the supervision of a licensed physician or of a registered professional nurse.

The need for well-trained practical nurses is developing rapidly. The increasing proportion of elderly persons in our population means increasing need for attendants trained to care for them. Patients with chronic illnesses can expect to live longer than similar patients

rected clinical experience in homes or in hospitals.

The most effective training programs make intelligent use of advisory committees composed of representatives of professional and of practical nurse organizations and of other interested associations. Representatives of hospital, public health, and medical associations are almost always included. Cooperat-



Systematic preparation for practical nurses is now required in several States.

did years ago, and they too need nursing attention. Convalescents and mothers with infants leave hospitals earlier than used to be the case, and skilled care for them is imperative.

Trained practical nurses are acceptable as aides to visiting nurses in many localities. Hospitals of all types require trained practical nurses able to relieve the professional nursing staff of the routine care of patients, releasing them for difficult cases which require their expert care.

A number of courses for training practical nurses are in successful operation in many States. While some of these are directed by private organizations, others are under the supervision of public school vocational authorities. Such schools conform to the requirements of State and local educational provisions. Until 1944 there was little interest in standardizing the curricula of these schools. Although courses differed considerably there was some similarity due to the fact that the nursing arts were taught by professional nurses and household arts courses by home economists; all of them required di-

ing hospitals make a formal agreement with the schools, which includes a statement of the amount and kind of clinical experience offered to students and the remuneration paid. Classroom work supplements the practical experience during the clinical training. At the end of their clinical training, some students have been given the opportunity of nursing in private homes under the close supervision of the school authorities.

Students belong to various age groups. While some are juniors or seniors in trade schools or in high schools, many are adults who have always liked nursing but have not been able to undertake a professional nursing course. A large number of women already in practical nursing have taken supplementary work.

Courses vary in length from 9 to 12 months or more. School authorities provide the equipment and supplies for preclinical training. Sometimes this includes an apartment for the teaching of cooking, housekeeping, and laundry work, as well as a room supplied with hospital beds and complete equipment

for teaching the nursing arts. A special library supplies the books and periodicals for the students; charts, slides, models, and motion pictures are provided for the teacher for classroom use.

Early in 1944 certain professional nursing organizations and the National Association for Practical Nurse Education asked the U. S. Office of Education to call a conference in Washington of persons interested in the problem of training practical nurses. As a result of this conference, a national committee representative of the principal national nursing, hospital, public health, and educational organizations was appointed by the U. S. Office of Education to make an analysis of the occupation of the practical nurse. After 2 years of work this committee completed the analysis, which was recently published.¹

Practical nurse training is needed in almost every locality, because of the continuing acute nursing shortage. It is attractive as an occupation to many girls and women unable to spend the time needed to become professional nurses. This training can develop in many communities where other trade and industrial training for girls is impracticable, and it can furnish a group of workers whose service is invaluable.

Civil Rights Report

- (1) *What is the historic civil rights goal of the American people?*
- (2) *In what ways does our present record fall short of the goal?*
- (3) *What is Government's responsibility for the achievement of the goal?*
- (4) *What further steps does the Nation now need to take to reach the goal?*

THE PRESIDENT'S Committee on Civil Rights gives its answers to these questions in the recently issued report entitled *To Secure These Rights*.

The 178-page document is available from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Price \$1.

¹ *Practical Nursing: An Analysis of the Practical Nurse Occupation with Suggestions for the Organization of Training Programs.* (U. S. Office of Education Misc. No. 8.) Washington, U. S. Government Printing Office, 1947. Price, \$0.55.

WITH THE U. S. OFFICE OF EDUCATION

MOVED TO FSA BUILDING

For the first time in several years, the staff of the Office of Education, with exception of the Library, is located in one building, the Federal Security Building, Fourth and Independence Avenue SW., Washington. This building was known formerly as the Social Security Board Building. The adjacent building, formerly known as the Railroad Retirement Board Building, is now the Federal Security Building, South. In these two buildings are housed the central administrative offices of the Federal Security Agency, the Public Health Service, the Social Security Administration, and others. For the past few years the Office of Education staff had been housed in parts of three separately located buildings. The Office's extensive library of some 338,000 volumes is still located in the Department of the Interior Building.

STAFF APPOINTMENTS

Cyrus H. Maxwell is chief of a new section in the Division of Auxiliary Services, Administration of School and College Health Services. The new section will be concerned with health programs, such as medical and dental services.

Dr. Maxwell leaves the position of chief, Bureau of Health Services, New York State Education Department, with which he has been associated since 1937 with exception of the war period. Dr. Maxwell entered the Army late in 1940, and the following year became commanding officer, Battalion Medical Replacement Center, Camp Lee, Va. He held other posts in military service, including commanding officer of the 250th General Hospital with which he went to France in 1945.

Prior to his work with the New York State Education Department, he was a private practitioner in pediatrics in Auburn, N. Y., and at the same time was School Medical Supervisor in the Auburn public schools.

Dr. Maxwell obtained his bachelor's degree at West Virginia University,

his master's at University of Illinois; and his medical training at West Virginia University and Harvard Medical School, receiving his M. D. in 1928. He is a member of many professional societies, including the American Medical Association, American Public Health Association, and is vice president of the American School Health Association.

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Howard H. Cummings recently came to the Office as assistant specialist for government and economics in the Secondary Education Division. He comes from Clayton High School, Clayton, Mo., where, except for the war years, he has been teacher of social studies for two decades. During 2 years with the Army, Mr. Cummings was information and education officer in the European theatre of operations, working in the section which established unit schools for the postwar education program.

Mr. Cummings was the first classroom teacher to be elected president of the St. Louis County Teachers Association. He also edited the elementary course of study for the State of Missouri.

He received his bachelor's and master's degree from the University of Illinois, the latter in 1929, and has studied in addition at Washington University, St. Louis, Mo., and at the University of Minnesota.

★ ★ ★

Holger F. Kilander has joined the Office of Education staff as assistant specialist for health education, Secondary Education Division. He came to the Office from the National Tuberculosis Association, where he served as associate in health education in charge of adult education. During the war Dr. Kilander served with the Office of Defense Health and Welfare Services, Federal Security Agency, and the War Food Administration.

From 1933-42 he was dean at Panzer College of Physical Education and Hygiene, East Orange, N. J. Other experience includes college and teacher training instruction at Upsala College,

East Orange, N. J., New York University, and Fredonia (N. Y.) State Teachers College. Earlier he taught for several years in secondary schools. Dr. Kilander was graduated in 1922 from Gustavus Adolphus College, Minnesota. He took his doctorate at Columbia University in 1930.

As a traveling fellow of the American-Scandinavian Foundation, he studied the school science and health education programs in the Scandinavian countries and Germany in 1928.

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Halene Hatcher, assistant specialist for geography and conservation, is a new member of the staff of the Secondary Education Division. She comes to the Office from Murray State Teachers College (Ky.), where for the past 2 years she was assistant professor of geography. For over a year prior to that work, she served as cartographer for the Federal Government in the Office of Strategic Services. She also was instructor in geography at Peabody College, 1942-44.

Miss Hatcher obtained her bachelor of arts at Murray State Teachers College, and her master of arts at Peabody College. She also has taken additional graduate studies at Peabody and at American University.

★ ★ ★

Elsa Schneider recently joined the Elementary Division as assistant specialist in health. For the past 4 years she has been assistant State director of health, physical education, and safety in the State Department of Public Instruction of Illinois. Previously, for various periods she was in charge of health and physical education programs in the elementary schools of Glencoe, Ill., supervisor and teacher in the Shorewood (Wis.) schools, instructor at Alabama College, and teacher in Calumet City, Ill. In each case, her responsibilities were in the field of health and physical education.

Miss Schneider obtained both her bachelor and master of science degrees at the University of Wisconsin.

W. Edgar Martin has recently come to the Office as biology specialist in the Secondary Education Division. He came from private industry. From 1940 to 1945, Dr. Martin supervised student teachers of biology at the University of Michigan. Earlier, he was science teacher and then head of the biology department in the public schools of Battle Creek, Mich.

Dr. Martin received his education in the schools of Cornwall, England, where he later taught. He received a bachelor of science at Western State Teachers College, Kalamazoo, Mich., and both his master of arts and doctor of philosophy at the University of Michigan.

☆☆☆

Otis W. Freeman has been appointed to the Higher Education Division as specialist in geography. He has been head of the Department of Physical Science at Eastern Washington State College, with which he has been associated since 1924. While on leave from that position, he was visiting professor at the University of Hawaii, 1926-27; and during the war years he taught at Indiana University under the ASTP program.

Earlier, he was on the faculties at Northwestern University and the University of Michigan, and in the high schools at Grand Ledge, Mich., Fergus County, Mont., and Stockton, Calif. He has taught summer sessions at a number of colleges, including Western Reserve and the University of Washington.

Dr. Freeman obtained his bachelor's degree at Albion College, master's at University of Michigan, and doctor's at Clark University.

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Jennings B. Sanders is the new specialist in history in the Higher Education Division. From 1943 to 1946, Dr. Sanders was president of Memphis (Tenn.) State College. More recently, he has held visiting professorships at Peabody College and University of Washington, and has been carrying on research.

Before going to Memphis State College, he was head of the history department at the University of Tennessee, with which he was associated for 8 years. For various periods he also was on the

history faculties at University of Alabama, the University of Chicago, and Denison University. Earlier, he taught in the public schools of Hope and Frankfort, Ind.

Dr. Sanders received his bachelor's degree at Franklin College, and his master's and doctor's at the University of Chicago.

☆☆☆

Max H. Freeman has joined the Business Education Service of the Vocational Education Division as special

agent for research in business education. He comes from the New Jersey State Teachers College, Paterson, where he has been head of the business education department.

Previously he taught business education in the high schools of Somerville, N. J., Hastings-on-Hudson, N. Y., and Newark, N. J., successively. He also has had mercantile experience in New York City.

Dr. Freeman obtained his bachelor's, master's, and doctor's degrees from New York University.



Surrounded by several staff members of the Vocational Education Division are representatives of British farm youth organizations. Seated from left to right are: Alexander Campbell, Hywel Evans, Kenneth Osborne, John Cornah, and William Edge. A. Webster Tenney, executive secretary, Future Farmers of America, is standing second from left.

BRITISH FARM YOUTH VISIT OFFICE

Five British farm boys visiting the United States think the British school system below college level might well introduce vocational agriculture education similar to that which is established in this country. The boys, who represented farm youth organizations comparable to the Future Farmers of America, pointed out that no formal education in agriculture is available in their lower schools.

The young men had come from various parts of the British Isles early this fall and attended the national convention of the FFA in Kansas City, Mo. Subsequently they each spent brief periods living with farm families in various States. Shortly before returning to Britain, they visited the Office of Education in Washington.

The high degree of mechanization of American farms seemed to have made a deep impression on the boys. They

cited cases of farms in the United States, comparable in size and type to those in Britain which require several hired men, being operated here by a farmer and perhaps a son and a hired man.

The British visitors indicated that: Five percent of British population is on farms; British farmers strive for production per acre, while the United States goes in for production per man; the trend in Britain is toward smaller farms than in past years; total production, not counting the past year when bad weather caused reduced crops, had increased 30 percent since 1939, and is expected to increase by another 20 percent during the next 4 years.

On the lighter side were comments about American football—"a very slow game"—the strange antics of the cheer leaders—and the huddle, "when the players crowd together and decide what to do next." One lad found the table fare to his liking; he gained 14 pounds during his visit here.

Educational Meetings

American Camping Association, March 22-25, Los Angeles, Calif. Secretary, GERALD P. BURNS, 343 So. Dearborn St., Chicago 4, Ill.

American College Personnel Association, March 28-April 1, Chicago, Ill. Secretary, THELMA MILLS, University of Missouri, Columbia, Mo.

Child Study Association of America, March 1, New York, N. Y. Director, SIDONIE M. GRUENBERG, 221 W. 57th St., New York, N. Y.

Council of Guidance and Personnel Associations, March 28-April 1, Chicago, Ill. Secretary, ADAH PEIRCE, Hiram College, Hiram, Ohio.

Department of Higher Education of the National Education Association. National Conference on Higher Education, March 22-25, Chicago, Ill. Secretary, RALPH McDONALD, National Education Association, 1201 Sixteenth St. NW., Washington 6, D. C.

National Association of Deans and Advisers of Men, March 11-13, Dallas, Tex. Secretary, FRED H. TURNER, 152 Administration Building, University of Illinois, Urbana.

National Association of Deans of Women of the National Education Association, March 29-April 1, Chicago, Ill. Secretary, BARBARA CATTON, National Education Association, 1201 Sixteenth St. NW., Washington 6, D. C.

National Association of Personnel-Deans and Advisers of Men in Negro Educational Institutions, March 25-27, Rust College, Holly Springs, Miss. Secretary, H. A. MILLER, Dillard University, New Orleans, La.

National Catholic Education Association, March 31-April 2, San Francisco, Calif. Secretary, Very Rev. Msgr. FREDERICK G. HOCHWALT, 1312 Massachusetts Ave. NW., Washington 5, D. C.

National Vocational Guidance Association, March 29-April 1, Chicago, Ill. Secretary, CHRISTINE MELCHER, 82 Beaver St., New York 5, N. Y.

North Central Association of Colleges and Secondary Schools, March 8-12, Chicago, Ill. Secretary, G. W. ROSENLOF, University of Nebraska, Lincoln, Nebr.

SECONDARY EDUCATION

Life Adjustment Commission Meets

The Commission on Life Adjustment Education for Youth met in Washington in the Federal Security Building December 1, 2, and 3. Members of the Commission attending were:

Benjamin C. Willis, Superintendent of Schools, Yonkers, N. Y.—American Association of School Administrators; Charles S. Wilkins, President, A. & M. College, Magnolia, Ark.—American Association of Junior Colleges; J. C. Wright, formerly Assistant Commissioner for Vocational Education, U. S. Office of Education, Washington, D. C.—American Vocational Association; Paul D. Collier, Director, Bureau of Youth Services, State Department of Education, Hartford, Conn.—National Association of High School Supervisors and Directors of Secondary Education; Francis L. Bacon, Principal, Evanston Township High School, Evanston, Ill.—National Association of Secondary School Principals; M. D. Mobley, Director, Division of Vocational Education, State Department of Education, Atlanta, Ga.—National Association of State Directors for Vocational Education; Rev. Bernardine Myers, O. P., President, Secondary School Department, National Catholic Educational Association, Director of Studies, Fenwick High School, Oak Park, Ill.—National Catholic Welfare Conference; Clyde A. Erwin, State Superintendent of Public Instruction, Raleigh, N. C., alternate for Dean M. Schweickhard, Commissioner of Education, St. Paul, Minn.—National Council of Chief State School Officers; and Marcella Rita Lawler, on leave from State Department of Education, Olympia, Wash., doing graduate work at Teachers College, Columbia University, and member of Horace Mann Lincoln Institute School Experimentation Staff—National Education Association.

Superintendent Willis was elected chairman.

The Commission on Life Adjustment Education for Youth was appointed by the U. S. Commissioner of Education from persons nominated by regularly constituted professional groups repre-

senting the educational programs now serving youth. It is concerned with a program of action designed to accelerate and expand the effectiveness of endeavors being made in schools to meet the needs of all youth. A particular concern of the Commission is with youth not now in secondary schools as well as with the large number in school whose needs are now being inadequately met.

The efforts of the Commission are sponsored by the U. S. Office of Education. It will work through a steering committee composed of Galen Jones, Director, Secondary Education, Chairman; Raymond W. Gregory, Assistant Commissioner for Vocational Education; and John Dale Russell, Director, Higher Education. The Commission will attempt to provide coordinating leadership for achieving the ideal of appropriate universal secondary education so long held by American educational leaders. To this end it will (1) promote cooperative research bearing on its problems, (2) disseminate information to attain its program, and (3) foster active implementation at State and local levels of more efficient and effective youth education.

The Commission is engaged in the formulation of plans to be announced at a later date. However, it has been decided that all important relationships with local schools will be carried on in cooperation with State educational authorities. Schools interested in sharing in the development of Life Adjustment programs should indicate their interest to their State departments of education.

Manpower for Research

Volume IV of the Reports to the President by John R. Steelman, Chairman of the President's Scientific Research Board, contains in addition to the report by the Board, an appendix of 60 pages of evaluations and suggestions relating to elementary and secondary school science and mathematics and an appendix of 52 pages devoted to studies and recommendations concerning undergraduate and graduate instruction in science and mathematics.

The volume is concerned primarily with developing manpower for research and therefore stresses the provision of opportunities for students with unique interests in and abilities for careers related to science and mathematics. However, the report gives considerable attention to the fact that scientists and scientific research can make their most effective contribution only when the general public is informed and appreciative of what scientific methods are and what science can do for and to mankind.

The report states that "the dual responsibility of insuring that we have (1) enough competent scientists to do whatever job may be ahead, and (2) a voting public that understands and supports the scientists' role in defense and in the design for better living, rests heavily upon the nation and all men of science in these fateful years."

From these viewpoints, the Cooperative Committee on the Teaching of Science and Mathematics of the American Association for the Advancement of Science assisted the President's Scientific Research Board by looking at American education and attempting to reveal weaknesses and prepare recommendations looking toward improvements.

The recommendations are given as proposals for immediate action and for a long-range program. The recommendations which follow are supported in the appendix of the report by more detailed appraisals and recommendations.

"The various factors that create the present crisis in science teaching—failure to identify science talent, teacher shortages, large student enrollment, lack of equipment and space, competition with industrial and governmental laboratories—all these demand immediate action to alleviate the situation.

"1. Establish Federal subsistence type scholarships for the scientifically gifted as part of a general program to support able and talented youths in all fields. This will guarantee the utmost utilization of our scientific manpower through collegiate and graduate training.

"2. Establish a large number of post-doctorate fellowships: (a) junior staff type such as the National Research Council fellowships; (b) senior staff type such as the Guggenheim fellowships.

"3. Establish in-service teacher training: (a) by workshops, maintained through grants-in-aid providing for teacher subsistence; (b) by provision of science and mathematics counselors throughout the country, one in each of the fields of mathematics, life science, and physical science per million of population."

"To improve the effectiveness of the teaching of science and mathematics and to increase the scientific potential of this country, we recommend the appointment of a National Commission on the Teaching of Science and Mathematics under the auspices of the American Association for the Advancement of Science, representing the scientists, and cooperating with agencies such as the American Council on Education, the National Education Association, and the U. S. Office of Education to represent educators, administrators, and science teachers. This Commission should:

1. Sponsor investigations of grade and age placement of concepts and ideas in the sciences and mathematics with a view to aiding teachers in curriculum planning;

2. Promote the design of and experimentation with testing instruments and guidance procedures which would lead to an early identification of talent;

3. Stimulate the further development and use of student records to accompany the pupil throughout his elementary, secondary, and college education, and of instruments of identification. Provide information on guidance procedures, to be made available free of charge to all school systems throughout the country;

4. Establish a clearinghouse of up-to-date information on research facilities and research staff available in institutions of higher learning for the guidance and better distribution of graduate students."

(Pages 59-60, Manpower for Research, Vol. IV of Science and Public Policy—A Report to the President, by John R. Steelman, Chairman, The President's Scientific Research Board, October 11, 1947.)

The full report is available from the Superintendent of Documents, Government Printing Office, Washington 25, D. C., at a cost of 35 cents.

Wisconsin Studies Need for Junior Colleges

"The basic educational need of high school graduates in Wisconsin is for a liberal education extending two years beyond high school" according to a report of the Committee on Junior College Needs in Wisconsin prepared by Professor John Guy Fowlkes and Henry C. Ahrnsbrak of the University.

This factual study of the post-high school educational needs of youth and the existing facilities for meeting those needs likewise concludes that "terminal liberal education combined with vocational work * * * be offered by properly qualified vocational schools to be designated by the State Board of Vocational and Adult Education and formally designated terminal junior colleges."

Each county in the State not having an institution of collegiate level was studied with reference to 7 criteria for the establishment of a junior college with an anticipated minimum enrollment of 150. Application of the criteria showed that Green Bay, Kenosha, Marinette, and Menasha-Keenah area, Racine, Sheboygan, and Wausau were logical centers for junior colleges. Since Wisconsin laws do not permit public school districts to establish junior colleges, the report recommends that they be established and operated by the Extension Division of the University. (*Junior College Needs in Wisconsin*. Bulletin of the University of Wisconsin, April 1947. 59 p.)

The Teacher's Role in School-Public Relations

"That the classroom teacher is the foundation of good public school-community relations" is the thesis of a new publication¹ by the New Jersey Secondary School Teachers' Association. The foreword to this document elaborates this thesis by pointing out that everything which takes place in the school has either a negative or positive effect on public relations. Report cards, disciplinary methods, curricular content, assignments, athletic policies, teaching techniques, school regula-

¹ School-Community Relations. New Jersey Secondary School Teachers Association, 1947. 79 p.

tions—all either build or destroy good public school relations.

The following suggestions for improving teacher-community relations have been based in part on those made by the high school teachers of New Jersey.

1. The teacher's tact and careful choice of words can aid in building good public relations.

2. Teachers can help build good public relations by giving the pupil and his parents honest and clear reasons for requirements which baffle them. Some parents wonder why a youth must attend school when he would rather go to work, why a given course or assignment is required of all, and what the reasons are back of a given school regulation.

3. Good classroom teaching is good public relations. It may be commonplace to say that procedures should vary from day to day, should fit the pupils and the materials taught, should so far as possible relate to real life problems, should produce the most satisfactory results with maximum economy and efficiency. However, these practices spell the difference between gaining the good will and cooperation of practical-minded youth or losing them.

4. Good public relations are built when the teacher makes every effort to help the unadjusted pupil to overcome unsocial traits. This calls for sympathetic understanding, skill, and sensitivity. Such youth must have opportunities to contribute to group projects, to practice self-control, and to exercise wise choices. Assignments must more often result in success than in failure, disciplinary action must be preeminently fair, and faculty decisions must have a positive rather than a negative effect.

5. Teachers can do much to build good public relations by improving tests and testing. Tests are generally in bad repute with both pupils and parents. They are still often used as disciplinary devices, do not measure what the pupils are supposed to know, and are not consistently scored. To build good public relations, pupils should know why various tests are given, how tests are made and scored, when they are to be given, and what they have revealed.

6. Marking practices of teachers affect public school relations for good or ill. More thought should be given to

making marking systems more readily understood. Marks should measure progress in the pupil's development rather than failure; they should help him and his parents to understand the difficulties to be overcome. In both word and deed, the teacher should make clear that good citizenship is regarded as of more importance than academic marks.

7. Teachers can build good public relations if they will follow practices designed truly to make the parent a partner in the child's educational development. Some teachers frequently invite small groups of parents to brief informal parties; they send letters home, not only when pupils are in trouble, but to report special successes or contributions; they help parents by volunteering such professional services as suggesting desirable reading matter for specific children, movies they should see, hobbies which need encouragement, educational trips which the family could take, and courses and other community activities from which the parent can benefit.

Many other important "planks," some of them necessarily local in application, could with profit be considered by any group of teachers concerned with building a positive plan of school-public relations. Those presented above suggest that the teacher's part in such a plan can be significant and far reaching.

Aviation Education News

With an aim "to increase interest in aviation," the Civil Air Patrol has recently announced through Washington headquarters its intention of assisting model airplane clubs such as those conducted by many schools. They propose to help clubs organize and also to assist financially in sponsoring flying meets where the skill of individuals can be tested. Six district meets and one annual national meet are proposed and will be cosponsored by any interested organization, such as the American Legion, Veterans of Foreign Wars, Air Scouts, schools, etc. Local schools desiring to add to the value of their aviation program by cooperating in this scientific development should get in touch with their local Civil Air Patrol group or the State Wing Commander of Civil

Air Patrol. All contests will be sanctioned by and conducted under Academy of Model Aeronautics rules and auspices.

The National Headquarters of American Legion and Veterans of Foreign Wars have similar advertised programs of cooperation and assistance to school and other model airplane flying clubs. Expert instruction and workshops are also on this program.

The National Exchange Club has been a pioneer in this field and has a well-organized and functioning model-plane program. Through Exchange Clubs in the many large cities they conduct State elimination contests, the winners representing the various States at the annual National Exchange Club Model Plane Meet.

Dental Health Bulletin Appears

OBJECTIVES of a dental-health program, according to a bulletin issued by the American Dental Association, are as follows:

Dental health is known to affect the general health, the appearance and the social adjustment of a person throughout his lifetime. Since the control of dental caries and other diseases of the mouth can best be accomplished during childhood, the American Dental Association has adopted the following objectives:

1. Help every American appreciate the importance of a healthy mouth.
2. Help every American appreciate the relationship of dental health to general health and appearance.
3. Encourage the observance of dental-health practices, including personal care, professional care, proper diet and oral habits.
4. Enlist the aid of all groups and agencies interested in the promotion of health.
5. Correlate dental-health activities with all generalized health programs.
6. Stimulate the development of resources for making dental care available to all children and youth.
7. Stimulate all dentists to perform adequate dental-health services for children.

Then sections follow in the bulletin on lay education and participation, financing, putting the program into operation, and administration. The publication is entitled *Dental Health Program for Elementary and Secondary Schools*. It contains 40 pages including a list of educational aids for children and adults.

The bulletin is a part of a sustained effort of the American Dental Associa-

tion to interest the Nation in improving the dental condition of children and youth. To this end it is addressed to educators, parents, dentists, and the public generally.

Student-Teacher Progress Report

The Student-Teacher Progress Report of the Albany, Oregon, Public Schools has much to commend it to the consideration of counselors, teachers, and administrators in elementary schools, junior high schools, and senior high schools. This is a joint enterprise which offers to the student and the teacher the opportunity for each to analyze the evaluation of the other. Since both the student and the teacher sign the report, it takes on added meaning to them as well as to the counselor, administrator, home-room teacher, or other members of the faculty who might use it during a case conference.

The entire report is in the form of a check list on a single page. Part I asks the checking by the student and the teacher of all items which apply to the student. For example, format and some items appear as follows:

Student opinion	Teacher opinion	What or Why?
1. ----	----	Would like to do something else other than come to school. -----
2. ----	----	Too often tardy. -----
3. ----	----	Do not like the teacher. -----
4. ----	----	Too often absent. -----
5. ----	----	Do not try to work alone. -----
10. ----	----	Hard to read and understand. -----
14. ----	----	Do not listen carefully in class. -----
20. ----	----	(Other). -----

Part II is a space for indicating the subject to which the report applies.

Part III is a space for Suggestions for Improvement. The student has half of the page for writing his suggestions and the teacher has the other half for her suggestions.

Part IV provides for a General Statement of Agreement reached. This is then signed by the student and the teacher and dated. Definite provision is made for improvement by setting up a statement: Improvement Report due:

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ELEMENTARY EDUCATION

Democratic Education Is ACE Theme

"Democratic Education: The Hope of the World" is the theme for the annual study conference of the Association for Childhood Education which is to be held in St. Louis, Mo., April 19 to 23, 1948, and which is open to anyone interested.

Through its annual study conference, its biennial plan of action, and its magazine, *Childhood Education*, the Association is making a three-way approach to its study of and action for democratic education. Association members are acting to remedy inadequate school facilities, to eliminate congested school programs, to recruit more teachers for the profession, to help in the development of worthy human relations, and to contribute to the improvement of children's health in mind and in body.

The 1947-48 issues of *Childhood Education* are evaluating some present educational practices in terms of their contribution to the development of democratic citizens. What do our present practices in grouping, promoting, and marking children contribute? What does the size of classes have to do with children's development? Should children be failed and given remedial instruction? How important are teachers in a democracy? What are the responsibilities of the community, the church, and the school in developing democratic citizens? How can we best educate children for world citizenship? These are some of the questions to which the magazine is giving attention.

Study classes, consultation hours, and general sessions and forums will be featured at the annual study conference. Program plans will be announced in forthcoming issues of *Childhood Education*.

New Jersey Program Emphasizes Democracy

Building Citizenship in a Democracy through Social Studies is the title of Elementary School Bulletin No. 10 of the New Jersey State Department of Education.

Although published some time ago, it continues to be an excellent source of help to elementary teachers because of the emphasis on the democratic process in developing the social studies program itself, and especially for suggestions on the techniques teachers can use to help children work together democratically.

There is a chapter devoted to "American Ideals and American History" which stresses the need of understanding democracy and the effective teaching of American backgrounds through making American history real. This publication is being used as a basis for further developments in the social studies.

Visual Aids for Teachers in Program for Democracy

Listed in the publication *Films Interpreting Children and Youth*, a product of three professional groups, are two films that will give the teacher background in the democratic process:

From New York University Film Service there is available for purchase or rental a film entitled "Meeting Emotional Needs in Childhood: The Ground Work of Democracy." This is a 16-mm., 3-reel sound film.

From the University of Iowa Child Welfare Research Station there is available the 16-mm. silent or sound film entitled "Experimental Studies in the Social Climate of Groups." This film which runs for 33 minutes presents situations described as democratic, laissez faire, and autocratic. There is a rental fee.

Basic Principles for Democratization of Education in Germany

The Control Council, Allied Control Authority, has issued a directive entitled *Basic Principles for Democratization of Education in Germany*. Evaluated in terms of their effect upon elementary education, the following principles are significant:

1. There should be equal educational opportunity for all.

2. Tuition, textbooks, and materials should be free to children of compulsory school age in all schools supported by public funds.

3. Compulsory full-time school attendance should be required for all between the ages of 6 and at least 15.

4. Schools for the compulsory periods should form a comprehensive educational system. The terms "elementary education" and "secondary education" should mean two consecutive levels of instruction, not two types of qualities of instruction which overlap.

5. All schools should lay emphasis upon education for civic responsibility and a democratic way of life, by means of the content of the curriculum, textbooks, and materials of instruction, and by the organization of the school itself.

6. School curricula should aim to promote understanding of and respect for other nations * * *

7. Educational and vocational guidance should be provided for all pupils.

8. Health supervision and health instruction should be provided for all pupils * * *

9. All teacher education should take place in a university or in a pedagogical institution of university rank.

10. Full provision should be made for effective participation of the people in the reform and organization as well as in the administration of the educational system.

State Laws

(From page 7)

"(3) The board shall report to the common council, at or before its first meeting in September of each year, the amount of money required during the next fiscal year for the support of such activities and thereupon, subject to the provisions of subsection (5), the common council shall levy and collect a special tax in the manner that other taxes are levied and collected, equal to the amount of money as required; but said tax shall not in any one year exceed the maximum mill tax rate prescribed for the school extension fund in section 65.08, for all the activities conducted in said city pursuant to this section, and said tax shall not be used or appropriated, directly or indirectly, for any other purpose."—(*Laws of Wisconsin Relating to Common Schools, 1942.*)

Improvement of Teacher Status

by Grace S. Wright, Research Assistant, Secondary Education Division

Much has been said about the 350,000 teachers who left the teaching profession during the war years when better-paying jobs were easily available. Teachers' salaries were inordinately low; other provisions for teachers were in like circumstances. Recognizing that something must be done immediately to protect the Nation's children, the National Emergency Conference on Teacher Preparation and Supply, meeting at Chautauqua, N. Y., June 1946, drafted a number of recommendations for the improvement of teacher status. The months following saw a great deal of publicity given to the problem of teacher shortage, the need for better support of public schools, the proposal of a \$2,400 minimum salary for teachers with 4 years of training, and other welfare problems. Following is an enumeration of some of the major accomplishments,¹ dealing with the phase of teacher welfare.

Salaries, 1947-48

State.—Increases in appropriations for State aid voted by a number of States have been the means of making possible material increases in teachers' salaries. It is not unusual to find in those States average increases in teachers' salaries ranging from \$500 to \$700. Of the 30 States which, according to the National Education Association's listing of September 1, 1947, have established minimum salary standards for teachers, 20 increased that minimum for 1947-48; 3 others—Idaho, Nevada, and New Hampshire—established minimums for the first time. Of the remaining 7 States, 6 did not raise their minimums; one State, Kentucky, had no meeting of the legislature in 1947.

In several States the fixed minimums for beginning teachers now range from \$2,000 to \$2,700. California and Nevada have flat-rate minimums of \$2,400. Washington's minimum for regularly certificated teachers is also \$2,400. Indiana's minimum of \$2,400 for a 9-month term for teachers who have a bachelor's degree represents an increase

of 81.8 percent over 1946-47. New York has a \$2,500 minimum for teachers with bachelor's degrees in cities of over 1 million in population; \$2,200 for those in cities of 100,000 to 1 million, and a \$2,000 minimum for smaller population centers. Master's degree teachers in the largest population centers begin at \$2,700. Several other States, viz, Delaware, Maryland, Oregon, Pennsylvania, and Texas, established minimums of \$2,000 to \$2,200 for bachelor's degree teachers, with minimums for the master's degree slightly higher in most instances. West Virginia reached the \$2,000 minimum for teachers who hold a master's degree, and Tennessee for those who have in excess of 5 years of training.

Florida's legislature, in establishing a State Minimum Foundation Program Fund for Schools to be used "to assist county boards in maintaining the Minimum Foundation Program for all schools in the county as prescribed by law and in otherwise providing substantially equal public educational opportunities," provides for a minimum average salary for teachers with 4 years of training of \$2,550; 5 years of training, \$3,000; and for 6 years or more of training, \$3,600.

Arizona has no minimum salary standard, but reports indicate that the act of 1947 Legislature which provided increased State aid has made possible increases in teachers' salaries of \$500 to \$1,000. As a result, local boards are adopting salary schedules beginning at \$2,400 for bachelor's degree teachers. Teachers with a master of arts degree start at about \$2,600 with maximums ranging up to \$4,500 a year.

Similarly, in Connecticut, another State which does not have a legally fixed minimum salary, the State Department of Education reports that a large majority of towns are providing minimum salaries for teachers with at least 4 years postsecondary preparation of \$2,000 and above. State aid to schools was increased from about \$1,600,000 to more than \$10,250,000 a year.²

¹ The information included here for any area was gathered mainly from State department bulletins and State education journals.

² The Board of Education (Connecticut), Sept. 15, 1947, p. 2 and 4.

In Montana, where State legislation for the purpose failed of passage, the people of the State voted special levies beyond those authorized by law to make salary increases possible. As a result, salaries for 1947-48 are increased on an average of \$500 to \$700 for all teachers and administrators, which will make for an average salary for all teachers over the State of \$2,500-\$2,700 as compared with an average of \$2,000 for 1946-47. Rural salaries have been increased to the point that many teachers will receive \$2,400 plus a teacherage.

A survey of teachers' salaries in New Jersey,³ a State which has a flat-rate minimum of \$1,800, shows that nearly half of the school districts which report local minimums based on 4 years of training have established them this year at \$2,000 or above. Maximums likewise have been increased and in 31 instances have reached the \$4,000 mark and above for bachelor's degree teachers, while in 4 districts—Glen Ridge, Leonia, Montclair, and Newark—maximum salaries of \$5,000 and above are adopted for teachers with 5 or 6 years of training.

Local.—Of cities of 100,000 population and over in size, at least two-thirds have minimum salaries ranging from \$2,000 to \$2,700 for bachelor's degree teachers, according to the September survey of the National Education Association, with one-half of the cities having maximum salaries for teachers with a master's degree or higher ranging from \$4,000 to \$5,700.

At the other extreme of population size are rural areas and small towns which have the greatest difficulty in holding qualified teachers. Here also are instances in which salaries have reached or passed the \$2,000 minimum. Among the communities of 2,500 and under in population which have been noted, together with the minimums they are providing for bachelor's degree teachers, are the following: Fairfield, Conn., \$2,250; Ridgefield, Conn., \$2,400; Crete, Ill., \$2,000; Bangor, Mich., \$2,400; Big Sandy, Mont., \$2,580; Essex Fells, N. J., \$2,400; Lawrence, N. J., \$2,400; Mine Hill Township, N. J., \$2,200; Mountainside, N. J., \$2,400; Wayne, N. J., \$2,200; Burns, Oreg.,

\$2,750; Cottage Grove H. S. Dist., Oreg., \$2,556; Redmond Union H. S. Dist., Oreg., \$2,403; Ozona, Tex., \$2,400.

Towns of approximately 5,000 population which have adopted noteworthy minimums are Yuma, Ariz., \$2,500; Clawson, Mich., \$2,400; Leonia, N. J., \$2,300; Westwood, N. J., \$2,200; Oregon City, Oreg., \$2,600; and Refugio, Tex., \$2,400. Maximums in these various small communities range from \$2,961 to \$4,300 for bachelor's degree teachers, and from \$3,450 to \$5,000 for master's degree teachers.

Twelve-month plan.—Glencoe, Ill., a town of under 7,000 population, gave its teachers a 20-percent increase in salary in the last school year and in so doing placed its teachers on a 12-month instead of a 10-month pay basis, one month being a vacation month, the second month being given over to teaching, improving the instructional program, or improving themselves professionally through workshops and study groups. Another unusual feature of the plan is that the entire professional staff of the school system is on the same salary schedule. Recognizing that good teachers are very often lost to teaching because of the lure of higher wages in administrative positions, Glencoe pays its classroom teachers on the same basis on which it pays its administrators.⁴

Rochester, Minn., is also operating on the 12-month plan and has increased its teachers' salaries accordingly. The compensation for bachelor's degree teachers ranges from a \$2,400 minimum to \$3,450 for 15 years' experience; master's degree persons earn an additional \$200, and 6-year teachers \$100 more than master's degree teachers. The median salary for all teachers is now \$3,400. The Rochester plan calls for five service categories for the summer months: Summer recreation service, special summer classes, college and university attendance, local departmental workshops, approved travel.⁵

The Merit System.—Should increments within the salary schedule be based solely upon such known teacher facts as training and experience, or should there also be increments based

upon merit for those who are outstanding teachers? This was the question of the month in the September 1947 issue of the *Wisconsin Journal of Education*, and it is one which is coming in for much attention as new salary schedules are being worked upon. There seems to be little agreement upon the question. In general, administrators are more apt to answer, "Yes"; teachers are more likely to say that the merit system cannot operate fairly because decisions as to who are the outstanding teachers are based upon subjective judgments.

New York State's 1947 salary law provides for "promotional increments" after six automatic increments have been granted. These promotional increments are based upon merit and are available to definite percentages of teachers whose work is considered exceptional in several respects. In North Carolina, the merit rating system is being given serious consideration by the State Education Commission which the Governor was authorized to appoint as the result of legislation enacted in 1947. The Commission has the responsibility of making a comprehensive study of various aspects of education including the Merit Rating System, and to report and make recommendations to the Governor and General Assembly of 1949. In its 1947 salary legislation, Pennsylvania decided against merit rating. A provision for such rating as an integral part of the mandated salary schedule had been inserted as an amendment, but was eliminated entirely from the bill.

Auburn, Wash.,⁶ some years ago adopted schedules which provided for two additional steps for teachers who had reached the maximum of the salary schedule. These were known as extra-maximum steps. Last year when about 20 percent of the teachers had reached either the so-called top or the extra-maximum stated in the salary schedule, the salary committee, after much study, proposed that "for outstanding service, and upon recommendation of the principal, additional increments be given those teachers who had reached the maximum. The members of the board—a banker, a farmer, an auto dealer, a furniture store owner, and a railroad employee—realized that

³ *Illinois Education*, May 1947, p. 272.

⁴ *Minnesota Journal of Education*, March 1947, p. 301.

⁵ *New Jersey Education Review*, October 1947, p. 35-43.

⁶ *Washington Education Journal*, March 1947, p. 165.

in each of their own occupations greater rewards went to those who were the most efficient. So, the recommendation of the committee along with a suggested rating report, was accepted by the board. For the time being at least this means that upon the principal's recommendation and superintendent's acceptance there is no 'top' to the salary schedule."

Sick Leave

Most cities make some provisions for sick leave for teachers, according to a study made by the National Education Association in 1940-41. Only a few States have made such provisions. Prior to enactments of the 1947 legislatures only six States—California, Florida, Kentucky, Louisiana, Ohio, and New Jersey—had given teachers of their States the *right* to absence for sickness.⁷ The amount varied: 5 days in California and Florida; 10 in Louisiana and New Jersey; an unspecified number of days in Kentucky and Ohio. Seven other States had given school boards the power to grant sick leave. It is interesting to note that several State legislatures this year made provisions, or amended existing provisions, for sick leave for teachers:

Florida: 6 days a year cumulative to 72 days.
Illinois: Minimum of 5 days a year with full pay, cumulative to 15 days; and in addition, 5 days at half pay cumulative to 15 days.

Indiana: 9 days each year cumulative to 45 days.

Pennsylvania: Minimum guarantee of 5 days a year cumulative to 20 days.

Tennessee: 9 days a year cumulative to 36 days in all school systems which will match State funds available for this purpose.

Teacherages

Although the provision of teacherages does not in and of itself promote the status of teachers, it does increase the probability of a school district's retaining its good teachers when housing is difficult to find. Since teacherages are made available at a minimum cost, the occupancy of such a facility also adds to the teacher's income. Many States, particularly those in the West, have for varying numbers of years permitted local districts to construct and maintain teacherages. Among such States are Arizona, Arkansas, Colorado,

Missouri, Montana, Oklahoma, Texas, and Washington. This year, at least three other States made legal provision for teacher housing. The Connecticut Legislature authorized any town or school district to construct, lease, and maintain a home for teachers employed and to provide transportation for such teachers to and from school. The Illinois Legislature authorized boards of education to provide residences for teachers when such action is approved by local referendum. The Oregon Legislature authorized school districts to provide teacher housing where necessary.

Retirement

Many States during the past year enacted liberalizing amendments to their retirement laws. The Florida law, for example, now provides optional plans for computing retirement together with a \$75 "floor" for those who have had to teach on low salaries. In

Illinois, a person retiring in 1947 who would have received an annuity of \$400 will in 1948 receive \$825; maximum allowance permissible under the new plan is \$2100. Indiana law provides for \$1200 at the end of 32 years of service and additional sums for extended service; Kansas doubled service annuity benefits for teachers with 30 years of service; North Carolina raised its retirement benefits by 25 percent. In Texas, teachers may now retire at age 60 after 25 years of service; at any age after 30 years of teaching. Washington's new law provides \$100 a month pension after 30 years of service at age 60, and permits retirement after 30 years or at age 60. The major change in Wisconsin's retirement law is the inclusion of a minimum benefit provision which will mean that teachers who have had to work at very low salaries through the years will no longer be unduly penalized.

LIBRARY SERVICES

Steady Growth

"Books Build a Better Georgia" is the title of a recent issue of the periodical, *Georgia Progress*, published by the Agricultural and Industrial Development Board, Atlanta.

This bulletin describes the steady growth in recent years of library service to rural and small town citizens. Contributing to the State's progress in many fields are the county and regional libraries which serve 126 of its 159 counties. These libraries, together with municipal libraries serving parts of 19 other counties, provide free public library service to approximately four-fifths of the population. Eleven of the libraries are regional, distributing books to 25 counties. Last year 126 counties met the qualifications for State aid.

At the present time Georgia has 28 bookmobiles. Counties without bookmobiles do the best they can to serve the rural population by delivering books in cars and school busses and mailing them by parcel post. Almost anybody who makes regular trips into the rural areas

may act as a book distributor—visiting teachers, classroom teachers, home demonstration agents, county agents, county nurses, school superintendents, school children, and library patrons.

The Georgia Citizens Library Committee has adopted as its slogan, "Books in reach of every Georgian."

Labor-Industry Consultant

Services for Labor and Industry, a pamphlet published by the Illinois State Library, Springfield, calls attention to the Library's new emphasis on this part of its program. On request, Walter E. Myers, Labor-Industry Consultant, will give service in the library field to labor unions, management, or any Illinois citizen or group.

When a long-term program is planned, the consultant will assist with the planning of a permanent labor and industry library or a supplementary collection made up from the material in the State Library. He will also work with the local library in making the service in this field known and effective. Gen-

⁷ Legal Status of the Public-School Teacher. N. E. A. Research Bulletin, April 1947, p. 54.

eral reading lists on current labor and industrial problems will be given wide distribution. Special reading lists will be prepared as requested. At meetings or institutes on these types of problems, the consultant will be present with a collection of pertinent material and will advise on its use.

The Illinois State Library and the Institute of Labor and Industrial Relations of the University of Illinois jointly sponsor reading services for all the people of Illinois and cooperate to provide special services to groups directly concerned with labor and industrial relations. The Institute, through the Division of University Extension, brings the campus to the community. The Illinois State Library will deliver materials supplementary to the Institute's programs anywhere in the State and will lend them to groups or individuals. Detailed research projects will be undertaken which may aid in widening the area of understanding in this field.

New Standard

A new financial standard for public library support was endorsed by the American Library Association when its Council declared that "a public library must now have an income of not less than 50 percent more than in 1940 if it is to give to its community a library service equal in quantity and quality to that given in the prewar period."

Increased by 50 percent, the standards adopted for annual per capita income now are: "A public library must receive \$1.50 per capita to give minimum satisfactory service; \$2.25 for good service; \$3.00 for superior service."

Regional Library Service

The Tennessee State Department of Education, Nashville, has mimeographed and distributed a 73-page study by Catherine Zealberg, *Books for All: The Regional Library Program in Tennessee, January 1940-June 1947*.

The purpose of this study as stated in the introduction is: "To present a survey of regional library service in the State of Tennessee; to describe the regional program as it now exists; to trace its development; to present its accomplishments; and, in view of the past, to

predict and suggest what the future of the program might be in Tennessee."

Much of the material for this study was collected from unpublished magazine articles, letters, and typewritten copies of monthly and annual reports of the various Tennessee regional libraries on file in the office of the Division of Libraries, State Department of Education.

Publicizing Children's Programs

So that parents and children may know what is going on—and where—news of special events in the children's rooms of the New York Public Library is announced in the newspapers, magazines, and over the radio. The November issue of *Branch Library Book News* mentions three examples of media which regularly carry notices of library programs:

Every Friday the "Things for Children to Do" column of the *New York Times* carries an announcement of programs scheduled in the branches. The "Metropolitan Section" of *Parents' Magazine* covers, each month, the general theme of stories or celebrations for the current month. And over the air "City Fun With Your Children," Station WNYC, 11 a. m., on Tuesday, features on its programs library news of interest to children.

Complete Index

In Rochester, Minn., elementary school libraries, the card catalog files serve as a complete index to curriculum materials—books, pamphlets, pictures, records, films, and community resources.

In 1946-47 the 12-month plan was inaugurated in the Rochester schools. According to the elementary school staff's 1947 report, *Summer Workshop*, the Social Learnings Workshop members visited a number of places in the city with the idea of acquainting the faculty with the educational possibilities of the community resources and acquainting the personnel of the industries with the needs of the schools.

The elementary grades librarian, Hazelle Anderson, who also teaches and assists in curriculum planning, has incorporated into the card catalog files in each building the findings of these com-

munity visits by the workshop committee members. The following outline was used: Area (food production, communications, etc.); place visited; whom to contact to arrange tour; size of group and suitable grade; suitable time and advance notice time necessary; hazards; preparation and background needed; what it offers.

Information about films previewed by the same committee was supplied to the librarian using the outline: Area; name of film, by whom produced, date; where procured; running time; grade suitability; content; evaluation of film.

Twenty-second State

With the appointment of Mae Graham to the new position of supervisor of school and children's libraries, Maryland becomes the twenty-second State which is providing the services of a specialist to assist in the development of its school libraries.

Growth in Services for Five-Year Period

The Larimer County Library Board of Directors, Fort Collins, Colo., in its *Annual Report, 1946*, presents, with comparative statistics over a 5-year period, the gradual growth in available library services to the people of the county.

Distributing media include a branch library for teachers, located in the Office of the County Superintendent of Schools, 30 deposits located in private homes, stores, and service stations, and bookmobile visits to schools.

Deposits, which serve the communities the year around, are largely for adult patrons and preschool children, since those in school have access to monthly bookmobile service from September to May. Summer deposits are especially valuable to children after the close of school.

According to the 1940 census, there are 15,338 people in Larimer County living outside city corporations. Having reached only 16 percent of these potential patrons, the Larimer County Library Board reports that it is challenged by the possibilities of future service to the rural population.

GEORGIA'S PROGRAM OF EDUCATION FOR PROSPECTIVE RURAL SUPERVISORS

by Jane Franseth, Specialist for Rural Schools

GEORGIA'S program for the education of rural school supervisors is a cooperatively developed plan sponsored by the Georgia Teacher Education Council. It combines guided study and practice in supervision for a group of selected leaders who have already demonstrated superior competencies in teaching. The major purpose of the program is to further the improvement of leadership competencies. It is designed to help prospective supervisors develop skill in assisting administrators, teachers, and other personnel improve the learning environment for children in the rural schools.

Supervision in the Georgia program is thought of as expert service on a consultative basis. It is important, therefore, that the prospective supervisors become good resource people and that they learn how to give service on a consultative basis. The Georgia program attempts to develop competencies which will help supervisors function as resource agents and as consultants.

Headquarters are at the University of Georgia, but the plan is sponsored by the Georgia Teacher Education Council which is composed of representatives from the major teacher education institutions, the State Department of Education, a county superintendent, a city superintendent, a county principal, and a county supervisor.

The selection committee, appointed by the Council invites approximately 10 to 15 of the best teachers in the State each year to begin preparation for supervision. The State area supervisors assist in finding good prospects. At least 4 years of college education and at least 3 years of teaching experience are required of each candidate.

An advisory committee, also appointed by the Council, helps to determine the policies for the program of educating supervisors. This committee is composed of four members of the staff of the University of Georgia, one from West Georgia College, one from Georgia State College for Women, one from

Georgia Teachers College, the State Director of Teacher Education, and the State Coordinator of Education from the State Department of Education. This committee meets three or four times during the year.

Three consultants are responsible for the direction of the program. They work with the supervisors during the summer sessions and during the year of internship supervision. The consultants are the director of the program, the assistant director, both employed by the University of Georgia, and a specialist in supervision in the State Department of Education.

Though headquarters are at the University, the State is the campus for the study and practice in supervision. Some of the study is done at West Georgia College, Georgia State College for Women, and Georgia Teachers College. Other important service areas are the counties where experienced supervisors are employed and the counties in which the interne supervisors get their practice in supervision.

To help the reader get a clearer understanding of this program of education, a brief account of the plan used during the year of 1946-47 will be given. Though no 2 years are the same, the major principles operate each year. Each year the program is characterized by a combination of guided study and practice in supervision. Each year there is a conscious attempt to practice the principles implied in any cooperative enterprise. The prospective supervisors have a vital part in purposing, planning, executing, and evaluating their own activities toward the goal of leadership through supervision of rural schools.

In June 1946, 15 prospective supervisors were selected for a year of graduate study and practice in supervision. They began their work at the University of Georgia in June. Guided by the advisory committee and the consultants, they spent a full summer term studying the job of supervision and re-

lated problems. The program of study included philosophy of education and supervision, educational psychology, critical analysis of educational literature, sociology, principles of child development, and some experience in art. In the fall the supervisors accepted regular county supervisory positions with the understanding that a study-practice program would be carried on throughout the year. Guidance was provided by the consultants from the University and the State Department of Education.

The major task of the consultants, each working with five internes, was to help the supervisors improve their leadership as they worked in the counties where they were employed. The consultants tried to give the kind of help requested by the practice supervisors. Among the ways in which they worked were: (1) Holding individual conferences with the supervisors concerning problems which they wished to discuss; (2) visiting schools to help individual teachers, principals, or faculties with special problems; (3) serving as discussion leaders at community or teachers' meetings; (4) helping the supervisor and the county superintendent to think through common problems; (5) helping the supervisor and others to evaluate progress.

Representatives from nearby colleges also served to help improve the supervisory program. Consultant service was contributed by West Georgia College, Georgia State College for Women, and Georgia Teachers College. Nearby experienced supervisors were often called upon for help. From time to time, the State area supervisors met the interne supervisors either individually or in small groups to discuss ways to improve education in the schools.

Study conferences for the practice supervisors were held in the fall at West Georgia College and at Georgia State College for Women. The conferences, 1 week in duration, were planned by the supervisors with guidance from a leader in each college and from their regular consultants. In general the conferences were based on observations in the laboratory schools and in nearby county schools. Meetings were held every day to discuss problems which the supervisors presented. Areas of study begun in the summer were continued with the emphasis on application to real

problems with which the supervisors were confronted. Among the problems discussed were: How to help teachers understand the major objectives of education, how to help teachers make adjustments to individual differences in ability and interest; how to help teachers secure and make better use of materials; how to help teachers relate the curriculum to community problems; how to help teachers understand the principles of child development; how to help teachers in the creative arts.

Another feature of the study type of activity in 1946 was the conference with other supervisors sponsored by the State Department of Education. Among the topics considered were: (1) Books and materials, (2) professional growth of teachers and supervisors, (3) pupil guidance.

supervisor observed how an experienced supervisor goes about the task of helping to meet the needs of teachers.

The study program for the spring quarter was very much like the fall quarter program. There was a week of study at Georgia State College for Women and at West Georgia College. Child growth and development and community-school needs were the two areas receiving major consideration during this week of study.

During the first session of their second summer school the internes enrolled in courses which seemed to fit individual needs best, sociology and art being the most popular. A seminar on child development for all supervisors served to integrate and unify their experiences.

A 3-week workshop for all supervisors in attendance at the University was

leaders worked together on a number of common problems.

At the close of the second summer session, the supervisors who satisfactorily completed this special program of graduate education in supervision were granted professional certificates in supervision by the State Department of Education. Most of these supervisors continued to supervise schools in the counties where they served as internes in supervision.

Philosophy Underlying Supervision Plan

The Georgia Plan of supervision is founded on the following beliefs:

1. Democracy is a way of life in which there is faith in the intelligence of people to solve their problems cooperatively.
2. It is a way of life which respects the worth of every individual regardless of race, religion, nationality, or social status.
3. It is a way of life that encourages the use of initiative, originality, and creativity in every individual.
4. It is a way of life which provides opportunity for wide participation in the privileges and the corresponding responsibilities of cooperative citizenship.

Nature of the Georgia Plan

1. The supervisor is a consultant and a resource person. He makes himself available to give help wherever the situation is in need of it, but he does not dictate or exercise authority over any of the personnel involved.

2. Improvement in service applies to all of the personnel involved in the situation, including the supervisors. There is a cooperatively determined attack upon problems. All of the staff are stimulated to grow. One group is not superior to another operating to improve the inferior group.

3. The aim of supervision is the improvement of the total situation for learning. The administrators and teachers are cooperating members of a total group concerned with the improvement of life.

4. Many opportunities for creative expression are available for all the personnel.



Prospective supervisors and consultants often work with teachers, principals, and county superintendents in a teachers' workshop. Here they are making plans for a cooperative study of their problems.

The winter quarter program was similar to the one in the fall. The consultants continued to visit the interne supervisors and to render whatever service seemed best for the improvement of supervision. Two days were spent by all supervisors in Atlanta to study common problems. This was a conference of the Georgia Association for Supervision and Curriculum Development. Among the problems discussed was: How pre-service education of teachers might be improved.

Another feature of the winter study program was the work with experienced supervisors. Each supervisor chose an experienced supervisor to visit. The visiting program varied in the different counties, but in general the practice

held during the latter part of the summer. Those who had completed a year of internship worked with the members of a new group who had come in for their initiation in June. Among the problems considered in this workshop were: (1) Purpose of supervision, (2) resource-use and the curriculum, (3) helping teachers understand children, (4) what a supervisor does, (5) evaluating school progress.

A workshop for principals and another in the field of guidance were also in session during the latter part of the summer at the University of Georgia. There was a considerable amount of cooperation between these three groups throughout the period. Some of the supervisors, principals, and guidance

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NEW BOOKS and PAMPHLETS

Language and Area Studies

Language and Area Studies in the Armed Services, Their Future Significance. By Robert John Matthew for the Commission on Implications of Armed Services Educational Programs. Washington, D. C., American Council on Education, 1947. 211 p. \$2.50.

Part I of this report describes in detail foreign area and language instruction in the Army Specialized Training Program, the Navy Schools of Military Government and Administration, the Japanese Language Schools of the Army and the Civil Affairs Training Schools; Part II deals with current effects in colleges and schools; and Part III considers the implications of these programs for the future.

Salary Scheduling

Salary Scheduling. Washington, D. C., Department of Classroom Teachers and Research Division, National Education Association of the United States, 1947. 24 p. (Discussion Pamphlet, No. 8.) 15 cents.

Presents factual material on teachers' salary schedules as a basis for discussion. States that the primary purpose of the series is "to promote discussion, not to advocate any final or official point of view."

Training for Citizenship

School Patterns for Citizenship Training. By Theral T. Herrick. Sponsored by: The Daughters of the American Revolution of Michigan. Ann Arbor, Mich., Published by Bureau of Educational Reference and Research, School of Education, University of Michigan, 1947. 130 p.

The author visited 27 selected high schools for the purpose of studying the over-all program of citizenship education and for collecting pertinent data. The report presents a general discussion of four patterns of citizenship training and contains many suggestions for both larger and smaller schools.

Vocational Guidance

You'll Like Teaching. Sponsored by the Louisiana Branch of the Association for Supervision and Curriculum Development. Edited by May W. DeBlieux. Issued by John E. Coxe, State

Superintendent of Education. Baton Rouge, La., 1947. 48 p., illus.

Designed to acquaint the high-school student with teaching as a career. Gives a picture of present and anticipated needs as well as an insight into the rewards and satisfactions of teaching; describes the many possibilities for specialization.

RECENT THESES

An Investigation of the Training Needs of Prospective Employees in Retail Selling in the City of Quincy. By William T. Hutchinson. Master's 1947. Boston University. 134 p. ms.

Analyses data secured from employers and employees in 100 stores in Quincy, Mass., in an attempt to determine the training needs of prospective employees, and where their needs could best be met.

Occupational Distribution, Entrance into Farming, and Opportunities for Farming of Former Students of Vocational Agriculture: A Critical Review of Research in One Phase of Agricultural Education. By Carlton E. Wright. Doctor's, 1943. Cornell University. 568 p. ms.

Analyzes 106 studies conducted in all parts of the United States in the past 20 years in an attempt to determine factors affecting subsequent occupational activities and employment of former students of vocational agriculture.

Organization and Administration of In-Service Training of Industrial Workers in the United States Naval Air Training Center, Pensacola, Florida, From 1940-1944. By Charles I. Holley. Master's, 1946. George Washington University. 119 p. ms.

Attempts to determine the effectiveness of practical on-the-job training procedures in preparing unskilled workers to perform the work of skilled mechanics.

The Pre-Service Civilian Training Program of the Signal Corps at the University of North Dakota. By Harold D. Sheets. Master's, 1945. University of North Dakota. 74 p. ms.

Describes in detail the administration and organization of the courses for radio mechanics, radio junior repairmen, and radiotelegraph operators.

Reactions of Selected (60) Business Men Relative to the Employability of High School Business Course Graduates. By Gunhild A. Carlson. Master's, 1946. Boston University. 69 p. ms.

Compares the standards of 60 selected businessmen for beginning office employees with the training given business students in high schools in an attempt to discover the strong and weak points in high school business training, and to find some means by which employers and schools can improve the product of this training.

The Selection and Training of Women as Streetcar Operators. By Ruth E. Helm. Master's, 1946. George Washington University. 46 p. ms.

Presents a job analysis of streetcar operation. Concludes that the use of women as streetcar operators was not an industrial success, and was very expensive.

A Study of Business Education in the Public Secondary Schools of Illinois (Excluding Chicago). By Albert C. Fries. Doctor's, 1945. New York University. 224 p. ms.

Discusses the philosophy underlying business education, the curriculum, the school plant and equipment, pupil and teacher personnel, and administration and supervision of business education.

A Study of Personal Secretaries in 16 Communities in the State of Michigan. By Irene Place. Doctor's, 1945. New York University. 175 p. ms.

Analyzes the duties and qualifications of secretaries and executive aids in an attempt to determine what to include in the curriculum of secretarial training in the schools of Michigan.

Suggested Criteria for the Evaluation of a Minimum Program of Guidance for Schools of Nursing. By Rita P. Kelleher. Master's, 1945. Boston University. 49 p. ms.

Discusses the construction and validation of a checklist to be used in evaluating guidance procedures.

The Training of a Secretary. By Dorothy C. Denison. Master's, 1946. University of North Dakota. 111 p. ms.

Analyzes the duties of a secretary and the training required to properly perform these duties.

Training Programs of the F. B. I. in World War II. By Pauline M. Pilson. Master's, 1946. George Washington University. 84 p. ms.

Traces briefly the history and functions of the Federal Bureau of Investigation.